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Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-*Abstracts, Education, *Indexes

Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

define career education as career advising, when in fact it should be a broader, more comprehensive program. Other schools call their programs career education activities programs,'' when they are but disjointed efforts or units of instruction. Lack of coordination in many schools is shown by the uncertainty about who is in charge and unawareness about what teachers are doing relevant to career education. A common assumption is that career education is the province of the guidance counselor. The survey showed the need for a career education coordinator in all schools and inservice training for all teachers if the program is to be workable. The study also showed that the commitment of schools to career education is limited. Of the schools surveyed, 29 percent have no program at all. Even when programs exist, staff are often reluctant to become involved, and parents often lack enthusiasm even for one-evening career nights.'' The study, however, did find some schools with excellent career education programs, and showed that positive steps have been taken in setting up demonstration project schools and developing resources for career education. The survey provides the basis and direction for further development of career education in New Zealand's secondary schools. (Appended materials include the survey, career education guidelines, and educational staffing and salary regulations.) (KC)

Moore, Ed R.
Adult Eduction Needs Assessment. Missoula County High Schools, Missoula, Montana. September 1980-August 1981.
Missoula Vocational Technical Center, Mont.
Spons Agency-Department of Education, Washington, D.C.; Montana State Dept. of Public Instruction, Helena. Div. of Adult Education.
Pub Date-81
Note-82p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Basic Education, *Adult Education, *Adult Programs, *Educational Needs, Employer Attitudes, Individual Needs, Interviews, *Needs Assessment, Program Effectiveness, Student Attitudes, Surveys
Identifiers-Montana (Missoula)

A needs assessment was conducted to identify education needs of the undereducated adult, determine whether the adult education program was meeting needs, identify adult education needs of employers, and increase community awareness and support for adult education. In the first of two surveys 400 adults were interviewed in person and by phone. Half were considered synonymous with the target population. The remaining 200 respondents were selected at random. (Data are presented in 42 tables grouped in these categories: demographic information, delivery system, and curriculum. Brief narratives accompany the tables.) In the second survey personal interviews were conducted with nine major employers in the community. (Survey results are presented in narrative form.) It was recommended that information about adult basic education programs be made more available with special emphasis on reaching unskilled workers. Instruction should be directed toward preparation for the General Educational Development Tests, earning high school diplomas, and increasing job competency. Programs should provide consumer skills courses and a wide variety of courses in the academic, vocational, hobby, and leisure time activities areas. (The 25 community survey and 13 employer survey conclusions that led to these recommendations are listed. Survey instruments and index of tables are appended.) (YLB)

ED 211 713 CE 030 969

Schultz, Russel E. Wagner, Harold

Development of Job Aids for Instructional Systems Development.

Human Resources Research Organization, Alexandria, Va.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.-ARI-TR-527

Pub Date-Feb 81

Contract-DAHC-19-78-C-0100

Note-63p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Curriculum Design, *Curriculum Development, Instructional Design, *Instructional Development, Instructional Materials, Methods Research, Military Schools, *Military Training, *Needs Assessment, *Program Development

Identifiers-*Job Aids

Research was performed to develop and evaluate Job Aids (``how to do it'' guidance, tools, and procedures) used by laypersons when implementing the Instructional Systems Development Model (ISD), which is used for program development and includes analysis, design, development, implementation, and control phases. Baseline data were collected from personnel as they performed each of the five phases of the ISD functions without the assistance of Job Aids. Job Aids were then provided to individuals who were engaged in each of the 19 major ISD activities. Data were collected relating to problems alleviated by using the Job Aid, problems encountered in using the Job Aid, and user acceptance of the Job Aid. All of the individuals given the Job Aids thought they were good or excellent. The only negative comments were editorial in nature. A major shortcoming of the evaluation was the fact that the continuous nature of the ISD process was not accommodated. There is still the need to evaluate the utility and impact of the Job Aids when applied to the ISD process as a whole. It was recommended that Job Aids be used throughout the entire ISD process for a given course development effort. (Needs assessment inventories, review form, background information checklist, and job and follow-up interview forms are appended.) (BPB)

The history of the Chicago school system has been parallel to and intertwined with the city's political system, producing a school system which serves a diversity of interests through a multiplicity of programs, with varying levels of effectiveness. Vocational education, in particular, now is conducted in one superior trade school, several excellent vocational high schools, a hierarchy of lesser vocational high schools, and, less effectively, in the city's comprehensive neighborhood high schools. Recently, federal programs, such as the Vocational Education Act and Amendments and the Comprehensive Employment and Training Act (CETA), have begun to have some influence on the vocational education program in Chicago. As a result, if the Chicago experience can be generalized, two separate systems of vocational education have begun to emerge in the United States. On one side, vocational education is offered by the public schools; is financed through state and local funds; has slowly developed over decades in response to political pressures; and offers a range of instruction to a wide variety of social and ethnic groups. At its best, it provides high quality training to able students who find jobs; at its worst, it provides vocational orientation courses to borderline students who have little interest in education and little expectation of success in the job market. On the other side is a manpower training program provided through CETA, federally financed and closely tied to local political leaders. CETA programs provide second chances for the school's worst populations, but have many organizational and staff problems. A link between the two systems is needed to more effectively serve the low-income, minority groups which neither system seems able to serve effectively, both in Chicago and elsewhere in the country. (KC)

ED 211 747 CE 031 031

McFarlane, Carolyn

Getting Down to Business: What's It All About? Module 1. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-60p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100C2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Role, *Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This teacher's guide is the core module in a set of 36 modules and specifically accompanies CE 031 030. It is the first in the series Getting Down to Business. The purpose of module 1 is to provide an introduction to the other 35 business-specific modules in the program and be a supplementary reference for teachers. Following the overview are general notes on use of the module. Suggested steps for module use contain suggestions introducing the module, a brief discussion of the 15 units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Being a Small Business Owner, Planning a Small Business, Setting Up a Small Business, Choosing a Location, Getting Money to Start, Being in Charge, Organizing the Work, Buying and Keeping Track of Supplies, Setting Prices, Advertising and Selling, Keeping Financial Records (Revenues), Keeping Financial Records (Expenses), Making Sure You Have Enough Cash, and Keeping Your Business Successful. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

Start (personal backgound information; business description; financial information); Being in Charge (staffing patterns; sales; repair work; hiring and supervising staff; other management tasks); Setting Prices (components of price; establishing a price; customer demand and competition); Advertising and Selling (customer needs; promotion; store appearance); Keeping Financial Records (importance of financial records; sales; credit sales; work orders; daily cash sheet); Buying and Keeping Track of Supplies (inventory selection; suppliers; inventory control and turnover; purchase orders; and Keeping Your Business Successful (profit and personal satisfaction; keeping track of profits; profit/loss statements). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 782 CE 031 066

Shapiro, Norma
Getting Down to Business: Bookkeeping Service, Module 19. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-93p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100K1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Bookkeeping, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, *Money Management, *Recordkeeping, Salesmanship, Secondary Education
Identifiers-*Entrepreneurship, Small Businesses

This module on owning and operating a bookkeeping service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (type of clients; competition; personal qualities and skills; legal requirements); choosing a location (what to consider); getting money to start (business descriptions; statement of financial need; equipment; unforeseen expenses); being in charge (hiring staff; job descriptions; training staff); organizing the work (setting up clients; organizing the office; work schedules; time cards; the library); setting prices (questions to ask; tax season); advertising and selling (business cards; yellow pages ads); keeping financial records (how to bill; keeping track of the work; daily cash sheet); and keeping your business successful (profit/loss statement; net profit; profit ratio; computers). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

quiz. The units are Planning a Guard Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; Keeping Your Guard Service Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 800 CE 031 084

Colby, Pamela G.
Getting Down to Business: Pest Control Service, Module 28. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Apr 81
Contract-300-79-0535
Note-84p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100HH1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Agricultural Chemical Occupations, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Money Management, *Pesticides, Recordkeeping, Salesmanship, Secondary Education, Service Occupations
Identifiers-*Entrepreneurship, *Pest Control, Small Businesses

This module on owning and operating a pest control service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (services, customers, and competition; personal qualities; how to compete well; legal requirements); choosing a location (customers nearby; area; space; building; rent); getting money to start (business description; statement of financial need; meeting with the loan officer); being in charge (hiring; matching people and tasks; training); organizing the work (keeping track of the work; scheduling the work); setting prices (costs for supplies and workers; demand for services; competition; costs and expenses; profit); advertising and selling (plan your advertising; ways to advertise; people'' ads; how to design printed ads); keeping financial records (customer billing form; daily cash sheet); and keeping your business successful (profit/loss statement; change your business to increase sales). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 817 CE 031 101

Sanderson, Barbara

Getting Down to Business: Air Conditioning and Heating Service, Module 36. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-28p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100JJ2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Air Conditioning, *Business Administration, *Business Education, Business Skills, Financial Support, *Heating, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Service Occupations, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the thirty-sixth in a set of 36 teacher guides to the Entrepreneurial Training Modules and accompanies CE 031 100. The purpose of the module is to give students some idea of what it is like to own and operate an air conditioning and heating service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning an Air Conditioning and Heating Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT) student retention/recruitment efforts. Following a brief description of books dealing with the GED test, the Adult Basic Learning Examination (ABLE) is described and evaluated. Also listed are prices of selected instructional materials and publishing company addresses. (A project report outlining the development of the CUBE system as well as the system's instructional materials and manuals are available separately see note.) (MN)

project objectives, project targets, activity evaluation, methods, materials, expenses, supporters, activity management, time frame, and follow-up. Length and complexity of projects vary. Titles are Free Enterprise Polls and Quizzes, Inflation Information, Mini Free Enterprise Fair, Understanding Local Business Through Surveys, Free Enterprise Debates, Local Cost of Living Index, Cost of Living Simulation, Economic Awareness for Elementary School Students, Student's Guide to Free Enterprise A Resource, Free Enterprise Week, Business Appreciation Activities, Organize a Credit Union, Energy and the Economy, Organize Your Next Fund Raiser into a Company, Understanding Business Series, Cost of Public Services, Free Enterprise Calendar, Worker Productivity, Student Directory Free Enterprise Promotion, Advertising Awareness, Tax Service Project, Chapter Investment, Local Business Success/Failure Studies, Taxes Awareness Project, and Free Enterprise Fair. Other sections contain other project and activity ideas, sources of audiovisual materials and additional information, and bibliography. (YLB) findings suggest that assertive women were generally perceived more negatively than assertive men. (Author/JAC)

ED 211 872 CG 015 664

Osberg, Timothy M. Shrauger, J. Sidney
A Comparison of Past and Future Attributional Judgments.
Pub Date-Apr 81
Note-16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, *Behavior Patterns, Bias, *Cognitive Processes, Comparative Analysis, Individual Differences, *Locus of Control, Observation, Performance Factors, Prediction, *Social Behavior, *Time Perspective
Identifiers-*Judgment

Research has provided support for the existence of certain actor-observer and self-serving biases in individuals' retrospective analyses about the causes of behavior. A question that has been relatively unexplored deals with whether the findings on actor-observer differences and the self-serving pattern in attributions are generalizable to persons' predictive judgments about the factors that influence future behavior. Undergraduates (N 83) were asked to imagine either their own or someone else's past or future behavior in three different situations, and then to make appropriate causal judgments. Significant differences occurred in judgments about factors potentially affecting future performance as opposed to attributions about past performance; future judgments were more dispositional than attributions about past behaviors. Evidence was also found that actor-observer and self-serving biases were present in both past and future attributional judgments. The findings suggest that a difference exists between the way an individual accounts for past behavior and the judgments an individual makes about potential factors likely to affect future behavior. (Author/NRB)

ED 211 893 CG 015 686

Tunnell, Gil

Variability in Self-Presentations to Others: The Effect of Public Self-Consciousness.

Pub Date-Apr 81
Note-7p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Congruence (Psychology), Females, *Influences, *Interpersonal Competence, *Interpersonal Relationship, *Personality Traits, Prosocial Behavior, Role Perception, *Self Concept, *Social Behavior, Social Cognition
Identifiers-*Self Presentations

It is generally believed that the audience influences one's self-presentation. Research has described the person sensitive to the public aspects of behavior to be in a state of public self-awareness. This construct of public self-consciousness was examined in relation to the individual's self-presentations to several different audiences. A median split of the Public Self-Consciousness subscale divided female undergraduates into high (N 50) and low (N 48) public groups. All subjects completed a self-concept measure, rating themselves on 20 bipolar adjectives representing general personality factors, and then used the same 20 adjective items to describe their actions in the presence of 5 persons (mother, best female friend, best male friend, a disliked person, and a professor). Results showed that high public subjects were more variable than low public subjects in their self-reported behaviors across the different audiences and showed greater discrepancy between their general self-image and specific self-presentations. The findings support the validity of the public self-consciousness construct. (NRB)

Identifiers-*Intergenerational Conflict

Intergenerational conflict has always existed, but it is increasing as life spans increase. Generations of older adult children now coexist with a sizable older parental generation. The major task of coping with intergenerational conflict involves four major tension areas: (1) distance and closeness; (2) submission and dominance; (3) connectedness and separateness; and (4) openness and privacy. Experience also indicates that intergenerational conflict is essential for a healthy discharge of normal tensions that exist among family members. Opportunities should be available for ventilation, expression and handling of conflict. To facilitate family functioning, new skills need to be learned in negotiating tensions, and releasing new energies of love and affection to be shared by all members of three or four generations. New modes of socialization should be found to enhance intergenerational relationships. (KMF)

ED 211 935 CS 006 442

Fisher, Donald

Assessment of Reading Competencies. Literacy: Meeting the Challenge.

Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date-80
Note-33p.; Paper presented at the National Right to Read Conference (Washington, DC, May 27-29, 1978). For related documents see ED 190 997 and CS 006 443-449.
Available from-Superintendent of Documents, Government Printing Office, Washington, DC 20402.
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Literacy, Reading Achievement, *Reading Instruction, Reading Programs, *Reading Tests, *Standardized Tests, Test Construction, Testing Problems, *Test Validity

The first of eight related documents, this booklet is part of a series of papers presented at the 1978 National Right to Read Conference examining issues and problems in literacy. In its examination of standardized reading competency tests, the booklet first offers a definition of the kind of test it will consider and the criteria the test must satisfy to be deemed valid: content validity, construct validity, concurrent validity, and predictive validity. The paper reviews existing tests and offers approaches to achieving validity according to each criterion. It concludes that the education profession should not continue administering standardized tests in their present form. (HTH)

ED 211 956 CS 006 465

Bean, Thomas W. And Others

University Students' Perceptions of Critical Reading Guides in History and Philosophy.

Pub Date-Dec 81

Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advance Organizers, *College Students, *Content Area Reading, *Critical Reading, Higher Education, History Instruction, Philosophy, Questioning Techniques, *Reading Research, *Student Reaction, *Study Guides, Teacher Developed Materials

Identifiers-*Adjunct Aids

A study was conducted to collect information on college students' perceptions of adjunct guide material used in conjunction with textbook reading assignments in history and philosophy courses. The three types of guide materials developed by history, philosophy, and reading department faculty were (1) selective reading guides a series of instructor-devised statements to accompany a reading assignment and provide a model for selective reading; (2) graphic post organizers visual diagrams completed by students after reading so that they depict hierarchical relationships among concepts; and (3) vocabulary concept guides materials designed to extend students' denotative understanding of technical vocabulary to show relationships among key terms. Nineteen students from a philosophy class and 37 students from a history class elected to take a one-hour ten-week minicourse in critical reading in which the guides were used. The students completed evaluation forms on the materials after they had acquired experience using each type. History students reported that all three guide types were helpful to them, while philosophy students preferred graphic post organizers to the other two types. Despite positive ratings, however, the guides seemed to have little transfer effect. (FL)

ED 211 977 CS 206 691

Cutler, Morris

Using Radio's Potential to Teach Language Arts.

Pub Date- 81

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Developing Nations, *Educational Radio, *English (Second Language), Language Arts, Primary Education, *Program Content, Program Descriptions, Radio, *Rural Education, Rural Youth, *Second Language Instruction, Teaching Methods

Identifiers-*Kenya, *Radio Language Arts Project (Kenya)

The Radio Language Arts Project (RLAP) is a pilot program being developed in Kenya to provide a cost effective English-as-a-second-language program via radio to rural children. The RLAP will use an integrative language arts approach focusing on language function, meaning, and communication activities, with listening and oral language preceding reading and writing. Each 20- to 30-minute broadcast will consist of several brief segments of varied learning activities designed to teach or maintain a skill, and will allow as many as four to eight pupil responses per minute. Children in the primary grades will receive English instruction via daily broadcasts; will talk, write, and respond physically throughout the program; and will receive immediate results to stimulate learning. A teacher's guide will provide classroom teachers with information about each lesson and suggestions for their participation. After each broadcast, classroom teachers will direct additional oral and written language exercises. Evaluation of the project will include trained observers noting pupil reaction, and a measure to compare the achievement of pupils taught by RLAP with that of pupils taught by conventional methods. If successful, the RLAP will provide improved instruction of English at a lower cost to a greater number of students, and its design will allow for its transfer, intact or with alterations, to other geographical locations to meet their needs. (HTH)

(3) advocating the use of English-as-a-second-language techniques to help remove dialect influences on writing; and (4) combining the approaches in an eclectic manner that reflects the variety of students and their linguistic differences. (RL)

ED 212 019 CS 503 740

Jones, Tricia S.
Intercultural Communication Research: A Burke's Eye View.

Pub Date- 80
Note-18p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Research, Componential Analysis, Cultural Awareness, *Cultural Traits, Ethnography, Predictor Variables, *Research Methodology, Rhetoric, Theories
Identifiers-*Burke (Kenneth), *Intercultural Communication

Kenneth Burke's concepts of rhetoric, dramatism, terministic screens (perceptual filters), and identification are used in this paper to justify and direct intercultural communication research. Three intercultural methodologies cultural variable analysis, componential analysis, and ethnomethodology are examined in the paper using these concepts. The paper suggests that Burke's dramatistic persrective relegates cultural variable analysis and componential analysis to the status of inferior research methodologies when compared with ethnomethodology. The paper concludes that intercultural communication researchers using sociological methods may improve the validity of their interpretations by recognizing the effects of their terministic screens and may use the recognition of differences to construct bonds that identify commonalities and eliminate differences. (FL)

ED 212 040 EA 014 313

Beck, John J.

Standards and Competencies for the Internship in Educational Supervision at Southwest Texas State University.

Pub Date-Aug 81
Note-30p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Education, *Certification, Higher Education, Instructional Improvement, *Internship Programs, Leadership Training, Occupational Information, *Standards, *Supervisory Training
Identifiers-*Southwest Texas State University

While instructional supervisors are not required in Texas schools, many districts, especially the larger ones, do employ personnel for the express purpose of supervision of instruction. The requirements for the professional supervisor certificate are a valid Texas teacher certificate, three years' teaching experience, and completion of a 30-semester-hour graduate program in supervision. Southwest Texas State University (SWTSU) offers a 45-semester-hour certification program that includes a 36-hour master's degree with a major in supervision. Some degree of specialization is permitted in a number of areas. The culminating activity in the supervision program is the internship practicum. The internship's emphasis is on the supervisor's role as a change agent or leader whose major responsibility is improvement of instruction. Special focus is placed on mastering competencies in three major educational sub-systems personnel, curriculum, and instruction. The appendices to this paper contain minimum standards for internships in educational administration; an operating letter that establishes SWTSU policy and general guidance pertaining to practicums and internships; and SWTSU's handbook on the internship in supervisions. (Author/MLF)

ED 212 060 EA 014 334

Sistrunk, Walter E.

Development and Use of the Classroom Interaction Analysis Index as a Teaching and Research Instrument.

Pub Date-Nov 81

Note-13p.; Paper presented at the Annual Convention of the Mid-South Educational Research Association (Lexington, KY, November, 1981).

Pub Type- Tests/Questionnaires (160) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Observation Techniques, Classroom Research, Higher Education, *Interaction Process Analysis, Secondary Education, Student Behavior, Student Teacher Relationship, Teacher Behavior, Teacher Education

Identifiers-*Classroom Interaction Analysis Index

The Classroom Interaction Analysis Index (CIAI) was developed to categorize the actions of teachers and students as they interact in classroom situations. The CIAI rating system is easy to learn and easy to use. Experience has shown that the average teacher or supervisor can use it effectively after three or four one-hour sessions. The purpose of the instrument is to provide a profile of classroom behaviors and verbalizations during the entire lesson. These profiles can then be compared and analyzed. Presently, the CIAI is being used in teacher training, inservice training of supervisors, and further research. Included are the instrument itself, explanations of the categories and items of the instrument, and a bibliography. (Author/MLF)

ED 212 081 EA 014 357

Secondary Program Review Handbook.
California State Dept. of Education, Sacramento.
Pub Date-81
Note-225p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.50; California residents must add sales tax).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accountability, *Educational Assessment, *Educational Quality, *Evaluation Criteria, *Evaluation Methods, Program Effectiveness, *Program Evaluation, Program Improvement, Secondary Education
Identifiers-*California

California's review process has been designed to judge the effects of the school program on students and staff and to identify opportunities for improving the program. Program reviews, which may be conducted by the state Department of Education, county or district personnel, or school staff, are developed primarily from observation of individual students, analysis of the students' current work, instructional staff and student explanations of students' current and past activities, and instructional and management material used by the staff. A program review is organized into three secions, involving the effect of instruction on students, the effect of support on instruction, and the effect of the improvement process on support and instruction. Each section contains the criteria for judging quality, a guide for collecting information, and work sheets for preparing suggestions on program improvement. Each quality criterion is measured on a seven-point scale from high effectiveness to low effectiveness. This scale is based on three paragraphs describing school programs with high, middle, or low effectiveness. The reviewer decides which description best fits each aspect of the program. The guide for collecting information about each criterion identifies areas of investigation, primary sources of information, and methods of verifying information. (Author/MLF)

ED 212 102 EC 141 505

Goldberg, Miriam L.

Issues in the Education of Gifted and Talented Children in Australia and the United States.

Australian Schools Commission, Canberra.

Report No.-ISBN-642-89591

Pub Date-Jun 81

Note-76p.; For related document, see EC 141 506.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Comparative Education, Definitions, *Delivery Systems, *Educational Trends, Elementary Secondary Education, Foreign Countries, *Gifted, *Program Evaluation, Research, State of the Art Reviews, Student Evaluation, Talent, *Talent Identification

Identifiers-*Australia

The author examines the status and recent changes in the education of gifted and talented students in Australia and the United States. Seven issues are addressed (sample subtopics in parentheses): ambivalent attitudes toward egalitarianism and excellence (equality of opportunity vs. equality of outcome); definitions and assessment of gifted/talented students (determining talent areas); criteria for judging the appropriateness of special programs for gifted/talented students (match between the program and the characteristics of talent areas); organizational alternatives for content development and delivery (learning settings); staffing issues (teacher preparation and certification); and support for research on the gifted/talented. The desirability of a cross national study is emphasized. (CL)

ED 212 125 EC 141 546

Bogner, Donna

Federal Grant Seed Money'' Sprouted, Growing and Blooming in the Kansas Sandhills: Interdisciplinary Studies Their Place in the Sun.''

Pub Date-Dec 81

Note-6p.; Paper presented at the CEC/TAG National Topical Conference on the Gifted and Talented Child (Orlando, FL, December, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Gifted, High Schools, Interdisciplinary Approach, *Outdoor Education, Problem Solving, Program Descriptions, Program Development, *School Community Relationship

Identifiers-*Outdoor Research Project KS

The Outdoor Research Project of Hutchinson Senior High School in Hutchinson, Kansas, was funded in 1977 to conduct a scientific baseline study of an outdoor education center and a state park. Gifted students used initial limnology tests, fish population studies, and groundcover analyses to produce management recommendations and a computer simulation program of pond water conditions. The program expanded the next year to an interdisciplinary program which resulted in implementation and further development of management recommendations, production of an educational documentary, tree growing from seed, and trail planning and marking. Students gain insight and experiences in their work with representatives from the business, scientific, and recreation community, and the community benefits when real problems are solved. (CL) skills in English. Listening and speaking skills are practiced and reinforced in modules 1 and 2; reading is practiced in modules 3 and 4. The contents and methodology of the four modules are set out in six tables with accompanying explanation. (AMH) on the relationship between linguistic ability and the larger area of inter-personal communication; and (3) concentration of efforts at the 0-2 range, the one most second language speakers can expect to attain after the ordinary academic course of study. The major outcomes of the study are summarized as follows: (1) consensus on the usefulness of the expended definitions at Levels 0 and 1; (2) agreement on the usefulness of a bilevel system; and (3) the need for definitions at Levels 0 and 1; (2) agreement on the coordination of efforts among the various agencies concerned with language proficiency testing. Immediate and long-range development work stemming from the Common Yardstick'' project is described by way of conclusion. (AMH)

students, faculty, and staff; and the social-educational climate affecting these groups. The final derived set of categories and a summary of the perceived inequities are presented, along with a summary of the item content, principles underlying the items, and examples from the critical incident study. (SW)

Sanderson, Barbara
Getting Down to Business: Bicycle Store, Module 10. Teacher Guide. Entrepreneurship Training Components.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Apr 81
Contract-300-79-0535
Note-27p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100U2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, *Retailing, *Salesmanship, Secondary Education, Teaching Methods
Identifiers-*Bicycles, *Entrepreneurship, Small Businesses

This is the tenth in a set of 36 teacher guides to the Entrepreneurship Training modules and accompanies CE 031 048. Its purpose is to give students some idea of what it is like to own and operate a bicycle store. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Bicycle Store; Choosing a Location; Getting Money to Start; Being in Charge; Buying and Keeping Track of Supplies; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Bicycle Store Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 835   CE 031 176

Kasworm, Carol Stedman, Ken C.

Director's Guide to Recruiting Older Adults.

Texas Univ., Austin. Dept. of Curriculum and Instruction.

Spons Agency-Texas Education Agency, Austin. Div. of Adult and Continuing Education.

Pub Date-Jun 81

Note-43p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Basic Education, Adult Programs, Adult Students, Agency Cooperation, *Attendance, Information Dissemination, Institutional Cooperation, Middle Aged Adults, *Older Adults, *Publicity, School Business Relationship, School Holding Power, *Student Recruitment, Television

Identifiers-Linkage, *Texas

This guide is intended for Adult Basic Education (ABE) practitioners, specifically Texas ABE cooperative directors, who wish to increase recruitment and attendance among undereducated older adults. General information may be used for all older adults, but two age categories (age 45-64 and age 65 and older) are distinguished in instances seemingly critical to understanding the information presented. Section 1 looks at the need for educational service for older learners and the Texas response. Conditions are discussed in section 2 that must be met to successfully recruit and retain older adults. These are resolving philosophical issues, especially director and staff commitment; preparing staff members to work with older learners; understanding the nature of recruitment; and making concessions. Section 3 focuses on two recruitment strategies for older adults television (news, talk shows and local programs, public service announcements) and linkages with other agencies and business organizations. Other methods various programs have used are listed under these general areas: mass media, specialized media brochures and fliers, posters, exhibits, individual/personal contact, agency/organization contacts, groups to contact, and innovative or unusual methods. Lists of resource organizations specific to Texas are appended. (YLB)

ED 211 914 CG 015 707

Hartman, E. Alan Perlman, Baron

Career Ladders of Mental Health Professionals.

Wisconsin Univ., Oshkosh.

Spons Agency-National Inst. of Mental Health (DHHS), Bethesda, Md.

Pub Date-Aug 81

Grant-NIMH-I-T24-MH-15907-01

Note-24p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, Administrator Characteristics, *Administrators, Behavior Patterns, *Career Ladders, *Job Satisfaction, Mental Health Programs, Role Conflict, *Vocational Adjustment

Career research has generally focused on either career stages of individuals or organizational models but not on an integration of both. Mental health administrators in Michigan, Minnesota and Wisconsin were interviewed and completed questionnaires about turnover rates in their profession. Career types were identified and compared across job characteristics, reactions to the job, commitment to the job and withdrawal behaviors. Results indicated that there was general homogeneity across all domains. However, differences were found indicating that those with direct service experience and advanced degrees engaged in more general management activities. Withdrawal behaviors indicated that multiple direct service positions individuals were more affected by role ambiguity, conflict and overload. Those who did not begin work in mental health were more affected by role conflict and ambiguity. Implications suggest career types within mental health may have relevance for determining possible fit between positions and past work and educational history. (Author/KMF)

ED 211 998 CS 206 719

Collier, Richard M.

The Influence of Computer-Based Text Editors on the Revision Strategies of Inexperienced Writers.

Pub Date-Oct 81
Note-26p.; Paper presented at the Annual Meeting of the Pacific Northwest Conference on English in the Two-Year College (Calgary, Canada, October 22-24, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Students, Computer Assisted Instruction, *Computers, Higher Education, Word Processing, *Writing (Composition), *Writing Instruction, *Writing Research
Identifiers-*Revision (Written Composition), *Text Editing

A study sought to determine the effect of computer-based text editing on the revision strategies of inexperienced writers. Four subjects, none of whom had experience with computers or word processors, were selected from an introductory college composition course and required to master the basic terminal functions that would be necessary for designing and revising a text page. Subjects gave the instructor an original, handwritten copy of an assigned essay with the topic, purpose, audience, and context defined. Subjects revised their essays on an AES-20 terminal with text editing keyboard and attached CRT unit and printer. During two of the sessions, the subjects were asked to revise as they provided a thinking-aloud protocol, while during the last session, the terminal screen was videotaped. Analysis of the strategies revealed during the revision sessions indicated that the use of the computer-based text editor increased the number and complexity of revision operations and encouraged greater manipulation of material at the word and phrase/clause domains, although this did not appear to affect the overall quality of the essays. The subject with the strongest writing skills excelled at the use of the computer for revision, while the subject with the weakest writing skills preferred more conventional methods of revision. (HTH)

ED 212 146 FL 012 752

Friedenberg, Joan E.
Computer-Assisted Bilingual Education.
Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-12p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.
Available from-Not available separately. See FL 012 738.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Bilingual Education, *Computer Assisted Instruction, Computer Literacy, Elementary Education, Foreign Countries, Guidelines, Needs Assessment, Primary Education, *Program Descriptions, Remedial Instruction
Identifiers-*Bilingual Programs, Illinois, Peru, Texas, United States, Vermont

Four aspects of computer assisted instruction (CAI) are treated: (1) an introduction to computer literacy and awareness; (2) guidelines for establishing a computer-assisted bilingual instruction site; (3) a description of some existing computer-assisted bilingual projects; and (4) identification of future needs. The first section provides a glossary of computer-related terminology, an outline of uses for computers in bilingual education, and a discussion of the benefits of CAI to bilingual education. The guidelines presented in Part 2 include a discussion of defining needs and objectives; acquiring equipment; acquiring and developing courseware; and managing, supervising, and evaluating. The existing programs in Texas, Illinois, Vermont, and Lima (Peru) are described in the third section. These are primary school level and include programs designed to supplement regular class instruction, remedial programs in various subjects, French and Hmong courseware (Vermont), and ESL supplementary practice materials (Peru). The final section discusses needs for the future in terms of a list developed ten years ago of the critical obstacles to CAI. (AMH)

ED 212 166 FL 012 772

Proceedings of the National Conference on Professional Priorities (Boston, MA, November 1980).

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date- 81

Note-107p.; For related documents, see FL 012 773-777.

Available from-ACTFL Materials Center, 385 Warburton Avenue, Hastings-on-Hudson, NY 10706.

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Communicative Competence (Languages), Cultural Awareness, *Curriculum Development, Global Approach, Language Proficiency, Material Development, *Needs Assessment, *Program Evaluation, *Second Language Instruction, Second Language Learning, Social Sciences, *Teacher Education, *Testing

The leadership of the foreign language education profession convened to discuss the major issues for that profession in the 1980s. Several papers each were devoted to the following subjects: (1) curriculum and materials, (2) global education, (3) evaluation, (4) research, and (5) teacher education. Brief reaction papers for each subject are appended. (JB)

ED 212 185 HE 014 548

Anticipating the 1980s: Report and Recommendations to the General Assembly on Higher Education in Connecticut.

Connecticut State Board of Higher Education, Hartford.
Pub Date-1 Sep 79
Note-212p.
Available from-State of Connecticut, Board of Higher Education, P.O. Box 1320, Hartford, CT 06101.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Access to Education, Budgeting, Educational Facilities Planning, Educational Finance, Educational Legislation, *Educational Policy, Enrollment Trends, Equal Education, *Higher Education, Minority Groups, Position Papers, Program Development, School Organization, *State Boards of Education, *State Colleges, *Statewide Planning, Student Financial Aid, Two Year Colleges
Identifiers-*Connecticut

Recommendations of the Connecticut Board of Higher Education regarding changes in the organization and structure of the public higher education system are reviewed, and recent policy initiatives of the board concerning student access, program planning, and capital investment and financing are described. Additionally, the background for the board's recommendations and initiatives are examined. Recommendations for legislative action and its own policy initiatives are based on changing demands related to enrollment, equity, and economics. Among the responses to expected enrollment changes, the board adopted new policy directions in the initiation of an enrollment planning process, and capital budget priorities that minimize new construction. In an effort to support both access and equity, the board, among other actions, has endorsed a program to reduce attrition and increase access for minority students, and recommends legislation to consolidate student financial assistance programs and broaden eligibility for state scholarships. Changes are proposed in the areas of program planning, facilities planning, and budgeting and financial management. The board recommends the establishment of an integrated system of public higher education with the number of boards reduced from six to three: one each for the two-year institutions and the four-year institutions, with the Board of Higher Education continuing as a statewide policy-making and coordinating agency. Proposals requiring legislative action and the recommended timetable, along with key reference documents, including the text of the board's resolutions, are included. (SW)

ED 211 678 CE 030 900

Bird, K. A. Fenwick, P. R.

Continuing Education Survey.

New Zealand Dept. of Education, Wellington.

Pub Date-81

Note-241p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Continuing Education, *Educational Needs, Females, *Foreign Countries, Males, National Surveys, *Participant Characteristics, Participant Satisfaction, Policy Formation, Postsecondary Education, *Program Attitudes, *Program Effectiveness

Identifiers-*New Zealand

In 1978, a national survey was conducted in New Zealand to determine the extent of participation in continuing education and the level of unmet need for these activities. A questionnaire was developed dealing with respondent characteristics, spare time and interests, agency-directed learning activities (ADLAS), and unmet needs, and administered to a random sample of 1500 persons past the age of 15 who were not attending a formal education program. Both rural and urban dwellers were represented. It was found that 30 percent of the sample were participating in ADLAS conducted by a wide variety of educational institutions, community organizations, clubs, sports organizations, and special interest groups. Participants were more likely to be younger people; more likely to be in paid employment and in professional or technical occupations; more likely to own or have the use of private transport; and more likely to have lived in their location for less than five years. Sports, educational and vocational ADLAS were most popular among those aged 30-49 years. Programs were mostly close to home, and were more often attended by women with dependent children than by women without children. Women who worked full time often participated in educational and vocational ADLAS, as did their male counterparts. It was also found that a high proportion of the population has unmet needs for adult learning activities, and that these needs are proportionately greater in craft and art areas than in educational and vocational areas. Finally, it was found, that people were very satisfied with their adult learning experiences. Policy implications are evident from the need to continue to provide ADLAS to meet the needs of the people of New Zealand. (KC)

ED 211 731 CE 031 006

Lukas, Carol VanDeusen
Special Needs Populations in Vocational Education.
Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.
Pub Date- Jul 81
Note-120p.
Pub Type- Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Access to Education, Agency Role, Data Collection, Definitions, *Disabilities, *Disadvantaged, Economically Disadvantaged, Educational Finance, Educational Legislation, Educationally Disadvantaged, Educational Policy, *Federal Legislation, Financial Support, Individual Needs, Objectives, Program Development, *Program Implementation, School Districts, State Agencies, Student Evaluation, Student Needs, Student Placement, *Vocational Education
Identifiers-*Limited English Speaking, Special Needs Students, *Vocational Education Amendments 1976, Vocational Education Study

This report on the impact of the Vocational Education ACT (VEA) on special needs populations in vocational education examines the structure of the VEA, the state and local contexts in which the law is implemented, and the problems of serving special populations that the mechanisms are attempting to address. Outlined first are the goals and role of the VEA as they pertain to special needs populations. Various aspects of state behavior and implementation of the VEA are discussed, including funds administration, reporting on use of funds and on coordination with other laws, evaluating the results of additional services, other state agency activities, and policy implications. Covered next are the following aspects of local implementation of the VEA definition, identification and placement of handicapped, disadvantaged, and limited English proficient students; strategies for serving each of these special needs populations; planning and reporting activities; and policy implications. Reasons behind the limited impact of the VEA are discussed, including the multiple goals and administrating agencies of the VEA, differences between state and local contexts in which the law is implemented, and problems in serving special needs populations. Also included in the report are recommendations pertaining to possible structural changes in the VEA. (MN)

Bilingual Vocational Dental Assistant Training. Program Performance Report, Final, August 15, 1979-August 14, 1980.
California Univ., Los Angeles. Univ. Extension.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 80
Grant-G007900588
Note-229p.; Parts of appended materials will not reproduce well due to small print.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adult Vocational Education, *Allied Health Occupations Education, *Bilingual Education, *Dental Assistants, Dental Health, Economically Disadvantaged, English (Second Language), Experiential Learning, Out of School Youth, Postsecondary Education, Program Descriptions, Student Projects, Vocational Education
Identifiers-California, *Limited English Speaking, UCLA School of Denistry

In addition to a 20-page program narrative, this report provides materials from a bilingual vocational dental assistant training project (1979-80). These program accomplishments are discussed: curriculum, English as a Second Language (ESL), student performance, in-service training, and languages and cultures represented. Major activities and events are also enumerated. Program problems considered include English comprehension and communication, study habits, and enrollment decline. Other topics covered are publicity, dissemination, and progress on data collection and evaluation. The employment service and student projects are also described. Appendixes include teacher evaluations of student bilingual oral hygiene presentations, list of students and languages and cultures, copies of articles publicizing the program, and program brochure. Three exemplary copies of one student project, the Plaque Control Notebook, are provided in both English and Spanish, Japanese, and Chinese. An attached 35-page section contains additional program narrative, providing information on the program status in 1980-81. It considers need, institutional criteria for the program, goals and objectives, plan of operation, ESL, goal achievement, evaluation, and personnel. (YLB)

ED 211 936 CS 006 443

Spodek, Bernard

How Should Reading Fit into a Pre-School Curriculum? Literacy: Meeting the Challenge.

Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date-80

Note-21p.; Paper presented at the National Right to Read Conference (Washington, DC, May 27-29, 1978). For related documents see ED 190 997 and CS 006 442-449.

Available from-Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development, *Learning Theories, *Literacy, *Preschool Curriculum, Preschool Education, Reading Comprehension, *Reading Instruction, *Reading Processes

The second of eight related documents, this booklet is part of a series of papers presented at the 1978 National Right to Read Conference examining issues and problems in literacy. In its examination of the place of reading in the preschool curriculum, the booklet first explores different definitions of reading and develops a concept of the reading process. It then shows how distinct preschool reading programs will devolve from different concepts, not only of reading but also of maturation and instruction. The last section of the booklet espouses a constructivist view of cognitive development and an interactionist concept of reading, and suggests strategies that teachers might use to prepare children for reading, again insisting that comprehension of basic principles is the crucial factor. (HTH)

ED 212 061 EA 014 335

Sistrunk, Walter E.

The Development of the Supervisory Behavior Description Questionnaire, Forms 1, and 2.

Pub Date-Nov 81
Note-15p.; Paper presented at the Annual Convention of the Mid-South Educational Research Association (Lexington, KY, November, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Authoriterianism, Elementary Secondary Education, Evaluation Methods, Field Tests, *Measurement Techniques, *Multiple Regression Analysis, Predictor Variables, *Research Design, School Supervision, Semantic Differential, *Supervisory Methods, Tables (Data), Teacher Motivation, *Teacher Supervision
Identifiers-*Supervisory Behavior Description Questionnaire

The development of two instruments useful in evaluating supervisory behavior is described in this paper. Form 1 of the Supervisory Behavior Description Questionnaire (SBDQ) is an ordinal-type scale originally composed of eight sub-scales and 132 triads of items. Each item is composed of a very directive statement, a collaborative statement, and a very non-directive statement. Form 1 of the instrument was field tested on 107 graduate students who also completed the California F scale measuring authoritarianism. The results were correlated with their SBDQ responses. A step-wise multiple regression formula was used to analyze the data. The results indicated that most respondents preferred the directive mode of supervision. However, a significant majority preferred the non-directive mode of supervision of some behaviors. Few respondents indicated a preference for the collaborative mode of supervisory behavior. Form 2 of the SBDQ is a modified semantic differential instrument originally consisting of the statements contained in Form 1. Form 2 was administered to 60 graduate students along with the Tennessee Self Concept Scale. Some of the findings are summarized in the text. (Author/MLF)

The Education of Gifted Students: A Discussion Paper.
Australian Schools Commission, Canberra.
Report No.-ISBN-0-642-89798-8
Pub Date-Nov 80
Note-47p.; Print is poor in parts. For related document, see EC 141 505.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administration, Definitions, Delivery Systems, Elementary Secondary Education, Enrichment, Foreign Countries, *Gifted, Minority Groups, *Program Development, Program Evaluation, *Talent, *Talent Identification, Teacher Qualifications, Underachievement
Identifiers-*Australia

The monograph examines educational services for gifted and talented children in Australia. Issues in the definition and identification of giftedness are examined, including the difficulties of evaluating potential, the effects of minority group culture upon identification, and the problems of underachievement. Issues and options in educational programs for the gifted and talented are explained to include enrichment, curriculum adaptation, and special interest centers. Characteristics of teachers, curriculum, student selection, philosophy, staff orientation, evaluation plan, and administration arrangement are considered. Current provisions in government schools in Australia are summarized for New South Wales, Victoria, Queensland, South Australia, Western Australia, Tasmania, Australian Capital Territory, and the Northern Territory. A final section suggests further considerations for teacher training, curriculum development, research, and support services. (CL)

ED 212 020 CS 503 741

Arnett, Ronald C.

Ethics of Interpersonal Communication Revisited.

Pub Date-Nov 81

Note-25p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Theories, *Communication Research, *Ethics, Higher Education, *Interpersonal Relationship, *Speech Communication, Speech Curriculum

Identifiers-*Interpersonal Communication

Noting that speech communication educators devote little classroom time to the subject of ethics, this paper proposes a framework for the discussion of interpersonal ethics in the classroom setting. The paper first summarizes C. T. Brown and P. W. Keller's work in interpersonal ethics, which places the study of ethics within the democratic tradition, and then defines a contextual ethic as a complement to that view. It next reviews selected material on contextual ethics, and examines the major elements of a contextual interpersonal definition and presents its implications for interpersonal communication theory. (FL)

ED 212 126 EC 141 547

Clemens, Fred W. Mullis, H. Thomas
Helping the Gifted Child Cope with Stress.
Pub Date-Dec 81
Note-21p.; Paper presented at the CEC/TAG National Topical Conference on the Gifted and Talented Child (Orlando, FL, December, 1981).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Coping, Elementary Secondary Education, *Gifted, Intervention, *Stress Variables

The author reviews the nature of stress and the individual's response to it and considers ways in which stress affects gifted children. Attempts to categorize or classify types of stressors are reviewed. Gifted children face additional demands of academic stressors (including unchallenging and repetitious curricula) and personal-social stressors (such as problems with socialization). The author suggests that three types of coping strategies can be taught to gifted children: somatic/physiological approaches (including biofeedback and relaxation); cognitive/psychological methods (such as cognitive restructuring, bibliotherapy, and situational redefinition); and behavioral/social approaches (including symbolic modeling and behavior rehearsal). Personality types and locus of control are said to influence the child's coping skills. (CL)

ED 211 661 CE 027 517

Schmidt, B. June McGough, Mary M.
Business and Office Education Recruitment Materials.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Virginia State Dept. of Education, Richmond. Office of Sex Equity for Vocational Education.
Pub Date-Dec 80
Note-28p.

Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Business Education, *Employment Opportunities, Guidelines, Instructional Materials, *Office Occupations, *Office Occupations Education, *Publicity, Secondary Education, Sex Stereotypes, *Student Recruitment

Intended to assist teachers, guidance counselors, administrators, and supervisors in helping students become aware of employment and career opportunities in business and office occupations, this manual contains a variety of business and office education recruitment materials. Discussed in the introduction are creating an image for business and office occupations, eliminating sex stereotyping in the instructional setting, recruiting students, and using recruitment materials. Following suggestions for using a separately available slide-tape presentation showing a variety of people working in an office setting as well as students preparing for office occupations, the script of the presentation is provided. Also included are sample fact sheets pertaining to business and office occupations; sample student handouts explaining business and office occupations education course offerings; and newspaper and radio releases to announce course offerings, registration times, employment and career opportunities, various technological advances that will have an impact on business and office occupations, and special events related to business and office occupations education programs. Instructions are given for using these materials. (MN)

ED 211 696 CE 030 933

Swarm, Christine C.

Three Studies of General Educational Development (GED) Students 1971-1981.

Pub Date-81

Note-35p.

Pub Type- Reports - Research (143) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Adult Students, Educational Certificates, Educational Research, Equivalency Tests, *Followup Studies, *Higher Education, *High School Equivalency Programs, Literature Reviews, Prediction, Student Certification, Success

Identifiers-*General Educational Development Tests

Three studies examined General Educational Development (GED) students in postsecondary institutions and determined their ability to achieve in college without a traditional high school education. A literature review focused on admittance of GED students to institutions of higher learning and students' characteristics. Tests that predict GED success were identified as were alternative testing devices for early high school exit. The 1973 GED student study identified characteristics and academic and social problems of undergraduate students currently enrolled in the Indiana University system. The second study (1977-78) focused on students from two Chicago area universities. The third study (1980-81) looked at GED students in colleges in Illinois, Pennsylvania, Florida, Indiana, and California. GED students overall did not appear educationally disadvantaged but felt they needed help in several areas and should have been referred to special services more often. Many had a stronger desire to succeed in college than in high school and realized education was desirable to increase earning and economic potential. Higher GED test scores indicated students who tended to achieve better in college. Chances of academic success were diminished because of lack of success in a traditional high school program. (Ten pages of references are appended.) (YLB)

ED 211 714 CE 030 970

Examination of the Health Occupations Education Curriculum from a Futurist Perspective: II.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Report No.-CASE-14-81

Pub Date- 81

Grant-VEA-53-81-1359-GS

Note-239p.; Some pages will not reproduce well due to weak print. For part 1 of this report see ED 198 296.

Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Allied Health Occupations Education, Certification, Clinical Experience, Competence, Competency Based Education, Computer Assisted Instruction, Computer Oriented Programs, *Curriculum Development, Curriculum Evaluation, *Educational Planning, *Educational Trends, *Futures (of Society), Health Personnel, Laboratory Equipment, Laboratory Technology, Postsecondary Education, Relevance (Education), Secondary Education, Statewide Planning, Two Year Colleges, *Vocational Education

Identifiers-New York

A project was conducted to examine the health occupations education program in New York State. Through a series of committee meetings, members of the health professions and educators from high schools, colleges, technical institutes, and regional agencies discussed a number of issues that should be considered as the health occupations curriculum of the various institutions is periodically updated. Main issues addressed by the curriculum committee include the following: health occupations credentialing and licensure; technical competencies for health care workers of the future; new product development as it affects user training; support services and health occupations education; the future of the clinical laboratory; the use of computers in instruction; and competency based vocational education. (Reports by various committee members, as well as reaction from the field and summaries of committee discussion are contained in this report.) (KC)

ED 211 748 CE 031 032

McBain, Susan

Getting Down to Business: Farm Equipment Repair, Module 2. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-95p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100E1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, *Advertising, *Agricultural Engineering, *Agricultural Machinery Occupations, *Business Administration, *Business Education, Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, Vocational Education

Identifiers-*Entrepreneurship

This module on owning and operating a farm equipment repair business is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (personal qualities; service, customers, and competition; special services; legal requirements) choosing a location (picking an area; pickinq a spot); getting money to start (description of your business; statement of financial need); being in charge (dividing the work); organizing the work (doing the work; checking the work); setting prices (parts, labor, profit); advertising and selling (designing an ad, promotion); keeping financial records (cash sales, credit sales, daily cash sheet); and keeping your business successful (profit and loss statement; profit ratio and expense ratio; increasing net profits). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 783 CE 031 067

Shapiro, Norma

Getting Down to Business: Bookkeeping Service, Module 19. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-28p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100K2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Advertising, *Bookkeeping, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, *Money Management, *Recordkeeping, Salesmanship, Secondary Education, Teaching Methods
Identifiers-*Entrepreneurship, *Small Businesses

This is the nineteenth in a set of 36 teacher guides to the Entrepreneurship Training modules and accompanies CE 031 066. Its purpose is to give students some idea of what it is like to own and operate a bookkeeping service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Bookkeeping Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 818 CE 031 109

Instrumental Drawing, Book 1.

Connecticut State Dept. of Education, Hartford. Bureau of Vocational-Technical Schools.

Pub Date-Sep 79
Note-187p.; Not available in paper copy due to light print in tables and drawings.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Architectural Drafting, Carpentry, *Drafting, Electrical Occupations, Engineering Drawing, *Learning Activities, *Learning Modules, Metric System, Orthographic Projection, Plumbing, Postsecondary Education, Secondary Education, Sheet Metal Work, *Technical Occupations, Vocational Education, Welding, Workbooks

This material for student use presents the basic principles and techniques of drafting and provides experiences in the application of these skills to a wide variety of occupational areas, including carpentry, plumbing, welding, electrical, and sheet metal trades. The workbook contains 20 units, organized into seven sections. Sections cover introduction to drawing equipment and supplies, basic instrumental drawing, dimensioning and notes, orthographic projections, pictorial drawings, sectional representatives, and metric applications. The text is illustrated, and each unit contains explanatory material and student assignments. An appendix to the materials contains tables of standard measurements, standard sizes, and equivalents. (KC)

ED 211 873 CG 015 665

Wolf, Fredric M. Savickas, Mark L.

The Personal Experience of Time, Causation and Optimism.

Pub Date-Aug 81

Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Ability, *Achievement, Adolescents, *Attribution Theory, *Expectation, Failure, *Helplessness, Individual Differences, Personality Traits, Success, *Time Perspective

Identifiers-*Effort, *Social Affiliation

Recent work in attribution theory has shown the importance of not only the distinction between beliefs in internal and external causes, but also between relatively fixed, stable causes and those more unstable and subject to change. The relationships of causal attributions for success and failure in achievement and social affiliation with perceptions of temporal continuity of past, present, and future and with optimistic expectations for future events were explored with a sample of 215 high school students. All subjects completed the Long-Term Personal Direction subscale of the Temporal Experience Questionnaire to measure temporal continuity, the Achievability of Future Goals subscale of the Future Time Perspective Inventory to measure optimism, the Hopelessness Scale to operationally define optimistic/pessimistic future expectations, and the Multidimensional-Multiattributional Causality Scale to measure causal attributions of ability, effort, task difficulty, and luck for both success and failure in achievement and social affiliation. Findings supported the hypothesis that more temporally oriented and optimistic adolescents were more likely to take personal responsibility for both achievement and affiliation successes and failures. The importance of the distinction between the internal attributions of effort and ability was also supported for achievement, as less optimistic and temporally oriented students were more likely to attribute failure to lack of ability, rather than to lack of effort. This finding suggests a consistency with the attributional pattern associated with learned helplessness. (Author/NRB)

ED 211 894 CG 015 687

Teske, John A. Laird, James D.

Levels of Organization and the Development of Social Knowledge.

Pub Date-Apr 81

Note-19p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981). Best copy available. Some figures are of marginal legibility.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Abstract Reasoning, Academic Achievement, *Age Differences, Classification, Cluster Grouping, *Cognitive Development, Concept Formation, Developmental Stages, Educational Background, Organization, *Social Cognition, *Social Development, *Vertical Organization

During socialization, individuals begin to understand increasingly broader and more abstract units of personal and social reality. Subjects (N 97) ranging in age from 13 to late middle age completed a linguistic task in which they could impose higher order conceptions or lower order descriptions by identifying different level similarities within sets of three situations. Results demonstrated the usefulness of a hierarchical system of organizational levels for investigating the development of social knowledge. Subjects were less successful overall in finding higher level similarities, and showed a preference for the level of action. The developmental differentiation of conceptual abilities seems to enable a progressive competence at conceptualizing in terms of additional higher levels of organization, as older and better educated subjects show increasing facility in operating across higher levels. (Author/NRB)

ED 211 957 CS 006 466

Kopp, Harriet Green

Reading: Cognitive Input and Output.

Pub Date-Jan 82
Note-21p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (49th, Claremont, CA, January 14-15, 1982).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, *Cognitive Development, *Cognitive Processes, Elementary Education, *Language Acquisition, Language Experience Approach, Learning Theories, Models, *Oral Reading, Reading Instruction, Reading Processes, Reading Skills, *Silent Reading

Descriptions of language learning and reading behaviors are presented, in this paper, within the context of a model of cognitive processing that reflects a continuum for the logical procession of language skills in human maturation and learning. Portions of the paper differentiate silent and oral reading in terms of cognitive load, which is a function of the complexity and relative difficulty of the processing task at any point along the continuum. Examples are offered to show that the cognitive load of a reading task is not equal among all children and may be heaviest for those who tend to have language, speech, or auditory input variations from the accepted textual norm, or who manifest unstable, immature visual/perceptual reading skills. The final portion of the paper examines the instructional implications of the cognitive processing model, noting that silent reading must be linked to substantive subject matter and that the language experience approach is useful in beginning reading instruction. (RL)

ED 211 978 CS 206 693

Wade, Barbara

Non-Sexist Language for Pedagogues.

Pub Date-Nov 81
Note-26p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Agents, *Change Strategies, *Diachronic Linguistics, English Instruction, *Language Research, *Language Usage, *Sex Bias, *Sex Fairness, Teachers

This paper presents three strategies for convincing English teachers that eliminating sexist language is a serious priority in their profession. The first section of the paper examines the historical evolution of definitions of gender specific words and of pronoun usage, noting both the recency of sexually biased language styles and the myth of a pure'' and static language. The second section of the paper cites research into audience responses to sexist language, noting the harmful effects of a masculine bias in language and how this bias alienates and offends women. The final section of the paper stresses the stylistic importance of parallel usage and the rhetorical power of accurate, unambiguous, rhythmic language. (RL)

ED 211 999 CS 503 685

Ulrich, Walter
In Search of Tabula Rasa.
Pub Date-Nov 81
Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beliefs, Bias, Communication (Thought Transfer), *Debate, *Evaluation Criteria, *Evaluation Methods, *Judges, *Speech Communication
Identifiers-*Tabula Rasa Approach

Each debate judge's philosophy consists not of one single view of argument, but rather of a theory of argument containing several independent levels of belief. One current issue is the extent to which a judge should impose his or her bias on the participants in a debate round. Judges can impose rules on debates by utilizing those rules to which the debaters agree in a debate round or, when the rules are in dispute, by utilizing the rule that is best defended. While this approach to judging has been called the tabula rasa approach, it should be noted that this does not mean that the judge is a blank slate. The tabula rasa approach emphasizes the desirability of having debate rules evolve from each individual debate instead of being imposed upon a round externally by the judge. Although this approach (1) encourages the development of perspectives for the evaluation of argument, (2) promotes educationally sound goals, and (3) is consistent with the adversary system, it has been argued that it encourages a use of the spread and is internally inconsistent because a judge's bias cannot be totally eliminated. (HOD)

ED 212 041 EA 014 314

Cawelti, Gordon

Training for Effective School Administrators.

Pub Date-Aug 81
Note-23p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Education, *Administrator Role, Course Objectives, Educational Administration, Elementary Secondary Education, Higher Education, *Leadership Training, *Management Development

Forces of societal change have placed new demands on school administrators for skills to manage schools. The result has been an increasing realization of the need for improved university preparation programs and for more effective Human Resource Development (HRD) for practicing administrators. A growing body of research shows a very positive relationship between the leadership ability of principals and student growth in basic skill achievement. A comprehensive HRD program for potential or practicing school administrators requires substantial time, must be a sustained effort, and entails four major components. The first component is training in leader behavior. Administrators need to be helped to be sensitive to alternative models of leader behavior and to the human behavior aspects of leadership. The second component, training in management skills, involves the classic management functions of planning, organizing, and directing. The third component, training in instructional leadership, includes curriculum development, clinical supervision, staff development, and teacher evaluation. The final component of a comprehensive HRD program is the traditional administration course, covering such topics as school finance, theory, law, personnel, collective bargaining, public relations, and educational technology. (Author/MLF)

ED 212 082 EA 014 358

California School Accounting Manual. 1980 Edition.
California State Dept. of Education, Sacramento.
Pub Date-81
Note-164p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.50 prepaid; California residents must add 6 percent sales tax).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Finance, Elementary Secondary Education, *Financial Policy, Money Management, *Program Budgeting, *Program Costs, *School Accounting, School District Spending, State School District Relationship
Identifiers-*California

The first California school accounting manual for use by the school districts and officers of the county superintendents of schools was published in 1939. Since then many revisions have taken place. The accounting procedures outlined in this publication have been approved as the official manual for California public school accounting. The amendments incorporated into this edition clarify the definitions and improve the methods of distributing direct costs and direct support costs to programs; stress the importance of distributing direct support costs and specify that indirect costs shall be allocated to all programs; and require the submission of a comprehensive supplemental annual financial report that will display the distribution of costs to all programs at the same time. After the introduction, which explains the special features of school accounting, the manual is organized into the following parts: (1) financial reporting; (2) income; (3) expenditures; (4) supplies and capital outlay, including equipment, sites and improvement of sites, building fixtures, and service systems; (5) stores system procedures, controls, and accounting; (6) general and subsidiary ledger accounting; (7) accounting terminology; and (8) data processing terminology. Definitions, forms, and examples are included to illustrate the topics. (Author/MLF)

ED 212 147 FL 012 753

McConnell, Beverly

Plenty of Bilingual Teachers.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-17p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Bilingual Education, Elementary Education, English (Second Language), *Individualized Instruction, Longitudinal Studies, *Migrant Children, Program Effectiveness, *Program Implementation, Spanish Speaking, Teaching Methods, *Validated Programs

Identifiers-*Bilingual Programs, Individualized Bilingual Instruction, Texas, Washington

This paper is a description of an Individualized Bilingual Instruction (IBI) program which was nationally validated by the U.S. Department of Education and listed in their directory of Educational Programs That Work.'' It provides information on the technology of the IBI program, the type of curriculum selected and how the staff was selected and trained, as well as information on teaching methods and classroom organization. This discussion includes instructional elements that relate particulary to the bilingual/bicultural needs of the children served and more general instructional techniques adapted from other successful educational programs, many of which are not bilingual. These notions are discussed in the context of the following headings: (1) history of the IBI program, (2) how the IBI curriculum and training model evolved, (3) key elements in the program, and (4) program elements related to specific issues in bilingual education. A final section is devoted to a description of a longitudinal evaluative study of the program, a parallel program arrangement in Washington state and Texas. (Author/AMH)

ED 212 167 FL 012 773

Proceedings of the National Conference on Professional Priorities.
American Council on the Teaching of Foreign Languages,
Hastings-on-Hudson, N.Y.
Pub Date- 81
Note-24p.; Papers presented at the ACTFL National Conference on Professional Priorities (Boston, MA, November 1980).
Available from-Not available separately. For availability, see FL 012 772.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Communicative Competence (Languages), Cultural Education, *Curriculum Development, Humanistic Education, International Education, Languages for Special Purposes, *Material Development, *Modern Language Curriculum, Postsecondary Education, Secondary Education, *Second Language Instruction, Teaching Methods

The following papers on foreign language curriculum development for the 1980s are included: (1) Foreign Language and the Humanistic Tradition: The Relationship to the Coming Decade,'' by Claire Gaudiani; (2) Practical Implications of New Trends and Directions,'' by Wilga Rivers; (3) Directions in Foreign Language Curriculum Development,'' by H. H. Stern; (4) The Incorporation of the Notion of Communicative Competence in the Design of the Introductory Syllabus,'' by Albert Valdman; and (5) Curriculum and Materials Development: A Jeremiad on the Past A Standard for the Eighties,'' by Robert S. Zais. Recommendations based on these five papers follow. These recommendations and priorities suggest a framework for curriculum design and materials preparation that recognizes four types of syllabi: (1) linguistic, (2) cultural, (3) communicative, and (4) general language education. Each is briefly described and priorities for implementation are listed. (AMH)

ED 211 766 CE 031 050

Rassen, Rachel L.

Getting Down to Business: Flower and Plant Store, Module 11. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-94p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100W1, $6.00. 25% discount on 100 or more of same title. Complete set ETC 100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, *Retailing, Salesmanship, Secondary Education

Identifiers-*Entrepreneurship, *Florists, Small Businesses

This module on owning and operating a flower and plant store is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are: planning your business (products, customers, and competition; helpful personal qualities; how to compete well; legal requirements); choosing a location (how to choose a site; renting and leasing a store); getting money to start (preparing a business plan; statement of financial need); being in charge (managing a sales staff; hiring salespeople; keeping workers happy); setting prices (pricing; markdown sales; stock turnover); advertising and selling (how to advertise; sales methods); keeping financial records (cash sales; credit sales; daily cash sheet); buying and keeping track of supplies (inventory selection; choosing suppliers; purchase orders; inventory control); and keeping your business successful (keeping track of profits; profit/loss statements; improving profits; increasing sales). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 801 CE 031 085

Colby, Pamela G.

Getting Down to Business: Pest Control Service, Module 28. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-29p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100HH2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, Agricultural Chemical Occupations, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, *Pesticides, Recordkeeping, Salesmanship, Secondary Education, Service Occupations, Teaching Methods

Identifiers-*Entrepreneurship, *Pest Control, Small Businesses

This is the twenty-eighth in a set of 36 teacher guides to the Entrepreneurship Training modules and accompanies CE 031 084. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Pest Control Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 836 CE 031 181

Payne, Thomas A.

Conducting Studies of Transfer of Learning: A Practical Guide. Final Report.

Dayton Univ., Ohio. Research Inst.

Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.-AFHRL-TR-81-25

Pub Date-Jan 82

Contract-F33615-77-C-0054

Note-33p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Flight Training, Guidelines, Guides, Job Training, *Laboratory Training, Literature Reviews, Military Training, Postsecondary Education, Research Design, *Research Methodology, Research Utilization, *Transfer of Training

Identifiers-*Air Force

This document is a guide for use by the practical researcher concerned with conducting studies of transfer of learning from pretraining of pilots in ground-based environments to performance in aircraft. While the material addresses principally transfer of learning of pilots, many of the issues should be applicable to other contexts, to include training of other aircrew members or even individuals who have quite different tasks to perform. The paper does not deal with theory but, rather, is concerned entirely with method of the transfer study. Method issues, including the planning, task, students, performance measurement, instructors, and analyses, are central to arriving at precise estimates of transfer effects approaching as closely as possible the maximum that might have been demonstrated, providing a goal for the operational instructor pilot. Study models discussed include those for percent transfer of learning and for the transfer effectiveness ratio. Use of the latter should be essential in providing answers to contemporary questions concerning how much simulator pretraining can be used to replace aircraft training time without reducing the production of the combat effective pilot. The guide was developed through review of published and unpublished studies of transfer of training from ground-based simulator to actual plane flying done during the past twenty or more years. Eleven steps were identified and are sequenced in the guide for use by researchers. (Author/KC)

ED 211 854 CE 031 283

Greenwood, Katy And Others

Education for Work: Extent of Coordination in Texas. Linkage Series No. 1.

Texas A and M Univ., College Station. Texas Engineering Experiment Station.
Spons Agency-Texas State Dept. of Community Affairs, Austin.
Pub Date-Sep 81
Note-168p.; For related documents see CE 031 284-288.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Advisory Committees, Agency Cooperation, Agency Role, *Coordination, Delivery Systems, *Educational Cooperation, Educational Policy, Education Work Relationship, Employment Programs, Federal Programs, Federal State Relationship, Government School Relationship, *Job Training, Labor Force Development, *Linking Agents, Policy Formation, Program Development, Program Implementation, Public Agencies, School Districts, Services, State Agencies, *State Programs, Statewide Planning, Vocational Education
Identifiers-Comprehensive Employment and Training Act, *Education for Work Linkage Project, *Texas

The first in a series of publications addressing issues of linkage and coordination of job training programs in Texas, this paper focuses on the background of federal and state events requiring new strategies for coordination of job training programs in Texas and examines the nature and purpose of coordination of job training activities and related support services in Texas. In an outline of the development of manpower programs in Texas and the implementation of the Comprehensive Employment and Training Act (CETA), particular attention is paid to the State Employment and Training Council and the Advisory Council for Technical-Vocational Education in Texas. Described next are the historical perspectives for coordinating federally funded programs in Texas and the coordination mechanisms currently in operation in the state. The current extent of coordination of job training and related support services at the state and local levels is also examined. Suggestions are give for alternative ways of establishing an employment and training policy for Texas as well as for coordinating currently existing job training and support services in the state. (Other Education for Work Linkage Project reports are available separately see note.) (MN)

ED 211 915 CG 015 708

Pollack, Robert H. Brown, Idalyn S.

The Relationship of Sexual Knowledge to Sexual Behavior among University Students.

Pub Date-Apr 81
Note-18p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Authoritarianism, *College Students, *Contraception, Correlation, Higher Education, *Knowledge Level, Self Esteem, *Sex Differences, Sex Education, Sex Role, *Sexuality, Student Attitudes, *Student Characteristics

Current data on the widespread nature of sexual activity among unmarried teenagers and young adults and the rise in unplanned pregnancy among these groups offer evidence of a lack of knowledge about reproduction and contraception. Male (N 75) and female (N 78) university students participated in a study of the effects of authoritarianism, self-esteem, and need for social approval on the relationship between sexual knowledge and behavior. Participants completed measures of self-esteem, authoritarianism, sexual behavior, sexual knowledge, social desirability, personal information, and fertility regulation. For males, the data showed a significant positive correlation between knowledge and sexual behavior, and between authoritarianism and self-esteem; significant negative relationships occurred between knowledge and authoritarianism, and between behavior and authoritarianism. For females, a positive relationship was found between knowledge and behavior. The only other significant relationship for females occurred between self-esteem and social desirability. The findings suggest a need for further research in the area of contraception behaviors. (RC)

ED 211 937 CS 006 444

Moore, Allen B.

Relating Literacy Development to Career Development. Literacy: Meeting the Challenge.

Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date-80

Note-20p.; Paper presented at the National Right to Read Conference (Washington, DC, May 27-29, 1978). For related documents see ED 190 997 and CS 006 442-449.

Available from-Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education, *Career Development, *Integrated Activities, *Job Skills, *Literacy, Program Content, Program Descriptions, *Program Development, *Reading Instruction, Reading Programs

The third of eight related documents, this booklet is part of a series of papers presented at the 1978 National Right to Read Conference examining issues and problems in literacy. In its examination of the relationship between literacy and career development, the booklet first defines the components of basic literacy and of career development and presents charts and cites reports that show the correlation between them. It then presents, in outline form, six programs that attempt to link literacy to career development or job training. Having identified five problems that have arisen in such programs, it suggests strategies for solving them. A strategy for developing a program that relates literacy and career development is outlined in the appendix. (HTH)

ED 212 021 CS 503 742

Ward, Steven A.

Rhetorically Sensitive Supervisory Communication: A Situational Analysis.

Pub Date-Nov 81

Note-34p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Research, Communication Skills, Leadership, *Organizational Climate, *Organizational Communication, Psychological Patterns, *Supervisors, Supervisory Methods

Identifiers-*Communicator Style, Interpersonal Communication, *Rhetorical Sensitivity

A study examined whether rhetorical sensitivity a goal-directed way of thinking about communication, emphasizing rhetorical invention adapted to both audience and situation was practiced and useful in supervisory communication. Data were collected from two manufacturing plants, three libraries, and two hospital nursing departments. The first-line supervisors completed measures of their rhetorical sensitivity, while their subordinates and superiors (managers) supplied ratings of satisfaction with supervision. The superiors also rated the leadership qualities of the supervisors. The data showed a significant, positive relationship between supervisors' tendencies toward rhetorical sensitivity and subordinates' satisfaction with supervisors, but not between supervisors' rhetorical sensitivity and their managers' satisfaction with supervisors' performance. There were significant differences across the different organizational settings: rhetorical sensitivity was helpful in a nonunionized manufacturing plant, harmful in an unionized manufacturing plant, and irrelevant in the nursing departments and libraries. The highest average scores for rhetorical sensitivity were recorded by supervisors in the libraries and nursing departments. Overall, the study showed that the concept of rhetorical sensitivity in supervisory communication was determined in large part by organizational situation. (RL)

ED 212 104 EC 141 507

The Preparation of Disabled Young People for Adult Society.
Australian Schools Commission, Canberra.
Report No.-ISBN-0-642-89523-6
Pub Date-Jun 81
Note-219p.
Pub Type- Collected Works - General (020)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Adults, Aesthetic Education, Athletics, *Disabilities, Elementary Secondary Education, Foreign Countries, Government Role, Incidence, *Individual Development, Intervention, Parent Role, Postsecondary Education, Recreation, Social Attitudes, Technology, *Vocational Education
Identifiers-*Australia

Ten papers address issues in preparing disabled students for life after school. The Education Standing Committee of the New South Wales Advisory Council on the Handicapped collected the papers as a way of contributing to the International Year of Disabled Persons.   The Parent's Role in the Life of a Child with a Disability'' (N. Rigby) considers help which parents require and which they can offer.   The Disabled Person and the Community'' (C. Biakers) examines community attitudes and influences on those attitudes. The New South Wales Anti-Discrimination Board presents   The Role of Government in the Life of the Disabled Child,'' a discussion of governmental provisions on the commonwealth, state, and local level. A. Scott (Technology, Employment, and the Disabled'') describes technological devices to aid vision, hearing, speech, and mobility problems. In   The Place of Diagnosis, Early Intervention and the Definition of Handicap,'' P. Berry addresses such issues as the effectiveness of early intervention and confusion in incidence and prevalence rates.   Special Education and Preparation for Employment'' (J. Reid) considers primary and secondary school programs as well as work experience programs. Similarly, M. Hauritz, et al.,   The Role of Vocational Training in Preparing Disabled Youth for Independent Living,'' focus on the relationship of the educational system to employment options for disabled adolescents. In   Tertiary Education for Disabled Students,'' R. Rees reviews findings from a survey of difficulties faced by disabled college students in Australia. V. Weidenbach asserts that   The Role of the Arts in the Preparation of Handicapped Young People for Adult Society'' includes aesthetic, sensory, and leisure skill development. The final paper,   Sport and Recreation for the Disabled'' by W. D. Walsh and J. G. Anson, describes policies of state governments in Australia toward sport and recreation for disabled persons. (CL)

Sridhar, S. N. Sridhar, Kamal K.
The Syntax and Psycholinguistics of Bilingual Code Mixing.
Pub Date-80
Note-14p.
Journal Cit-Studies in the Linguistic Sciences, v10 n1 p203-15 Spr 1980
Pub Type- Reports - Research (143) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingualism, *Code Switching (Language), Cognitive Processes, Language Usage, *Linguistic Theory, *Psycholinguistics, Sentence Structure, *Syntax

This paper challenges the characterization of bilingual behavior derived from the code-switching model, and especially the notion of linguistic independence on which psychological studies of bilingualism have focused almost exclusively. While linguists have concentrated on the situational determinants of code-switching, psychologists have focused on the bilingual's ability to keep his two language systems separate. In the process, the phenomenon of code mixing, that is, switching between languages in an unchanged speech-situation and within a single sentence, has been neglected. However, recent linguistic studies have shown that the use of both languages in the same discourse and even within a single sentence is quite common. Such code-mixing has been shown to be an effective, versatile communicative strategy, subject to a number of interlingual syntactic constraints. Discussion focuses on some of these constraints, showing that they have implications for a psychological model of bilingual information processing. Emphasis is placed on: (1) their relevance to issues such as the single versus separate storage hypothesis, (2) the language switch model and models of sentence production, (3) the psychological reality of syntactic constituents, and (4) the relationship between language units and thought units. (MES)

ED 212 186 HE 014 564

Raaheim, Kjell Wankowski, Janek

Helping Students to Learn at University.

Spons Agency-Norwegian Research Council for Science and the Humanities.
Report No.-ISBN-82-90373-03-1
Pub Date-81
Note-178p.
Available from-Sigma Forlag, Skraneflaten 9, 5060 Soreidgrend, Norway.
Pub Type- Books (010) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Ability Identification, Academic Aptitude, *Achievement Tests, *Articulation (Education), *College Students, *Educational Counseling, Failure, Feedback, Foreign Countries, Higher Education, Learning Experience, Lecture Method, School Holding Power, Student Adjustment, *Student Alienation, Student Educational Objectives, *Student Evaluation, Student Problems, Student Teacher Relationship, Study Habits, Success, Testing, Tutoring
Identifiers-*England, *Norway

Perspectives on university-level studies and factors that affect student performance are considered, based on experiences and research conducted at the University of Bergen, Norway, and the University of Birmingham, England. Topics include the following: student goals; the use of lectures for larger groups; the importance of early feedback; factors affecting student success or failure; the transition from school to university; preparation at the sixth form level; prescriptions to moderate academic anxiety at the university; prescriptions for tutoring and research; the skills of teachers and the relationship between students and teachers; the degree of similarity of goals held by students and teachers; the link between a sense of learning competence and emotional well being; how disenchantment of the student occurs; characteristics of students who are prone to disenchantment; how to reduce the impact of disenchantment; psychological tests and the prediction of academic ability; components of learning competence; the dynamics of personal, social, and educational influences; the first examinations at the university; the development of academic skills in a short-term perspective; motivational effects of a test examination; assisting students in study difficulties; an educational service for learning how to learn; the cost of educational counseling services; reducing student attrition; and study methods in the sixth form and at the university. A bibliography is appended. (SW)

ED 211 679 CE 030 902

Transition from School to Work: Issues Affecting Young Women. Discussion Paper by the National Advisory Committee on Women and Education.

New Zealand National Advisory Committee on Women and Education, Wellington.

Report No.-E-39/19/10

Pub Date-May 81

Note-23p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Choice, Career Education, Demand Occupations, *Dropouts, *Educational Needs, Educational Policy, *Education Work Relationship, Elementary Secondary Education, Employment Opportunities, *Females, Foreign Countries, Males, Occupational Information, Policy Formation, Postsecondary Education, Sex Discrimination, Sex Fairness, Sex Stereotypes, Unemployment, *Vocational Education, Womens Education, *Youth Employment

Identifiers-Maori (People), *New Zealand, Pacific Islands

With a rising level of female school leaver unemployment, and recent cutbacks in traditional areas of women's employment, it has become a matter of urgency for positive, comprehensive action to be taken within the education system of New Zealand to encourage young women into a wider range of vocational opportunities. A coordinated policy from intermediate school level through tertiary is needed; and it must take account of the sex segregation in prevocational and vocational preparation and the concept of sex role stereotyping and its effect on the socialization of girls and boys. Issues requiring consideration include (1) the common core curriculum in forms 1-4 and the availability of all subjects to both girls and boys; (2) subject choices of girls and boys at senior secondary level when prevocational choices are made; (3) the quality and impact of career education programs; (4) the preparation and training of the counseling and teaching staff; and (5) affirmative action programs in vocational training at the tertiary level. In particular, the situation of Maori and Pacific Island female school leavers requires urgent attention and action. The New Zealand National Advisory Committee on Women and Education recommends that polices be developed to encourage equal participation by women in the economic, social, and decision-making structures of the country, a role they have not often played in the past. (Appendixes include a statement by the minister of education and statistics on subject choices, school leavers, and school certificates). (Author/KC)

ED 211 732 CE 031 007

Vaughn, Gladys Gary And Others
Interrelationships Among Selected Aspects of Home Economics and Vocational Education. A Position Paper.
American Home Economics Association, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Contract-400-77-0076
Note-62p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accountability, Consumer Education, *Educational Legislation, Educational Planning, Federal Aid, *Federal Legislation, *Home Economics, Homemaking Skills, *Occupational Home Economics, Program Development, Secondary Education, Sex Fairness, *Student Organizations, Vocational Education, Youth Programs
Identifiers-4 H Clubs, *American Home Economics Association, Education Amendments 1976, Future Homemakers of America, Vocational Education Act 1963, Vocational Education Amendments 1968

This paper considers impact of federal legislation on conduct of vocational consumer and homemaking programs with a focus on relationships among the American Home Economics Association (AHEA), home economics, and federal vocational education legislation. Chapter 1 overviews AHEA and discusses interrelationships between it and the home economics profession. Chapter 2 describes changes in the vocational home economics program brought about by the Vocational Education Act of 1963 and Vocational Education Amendments of 1968. Impact of the Education Amendments of 1976 on consumer and homemaking education programs is detailed. Specific concerns are program planning and accountability. Several components of the new education law are summarized that directly affect programs: definition of Consumer and Homemaking Education, sex equity programs, youth programs, and inservice education. Chapter 3 addresses federal support for home economics-focused youth organizations and their different roles in implementing vocational education. A chart summarizes selected aspects of 4-H and Future Homemakers of America. Focus of Chapter 4 is federal funding of programs related to consumer/homemaking education. An eight-page chart shows public law, administering federal agency, program objectives, target populations, and estimated FY1978 funding. Implications for the mandated National Institute of Education study are also considered. (YLB)

ED 211 819　　　　　　　　　　　　　　　　CE 031 111

Chemistry-Materials Laboratory Project Book, 1979-80.
Connecticut State Dept. of Education, Hartford. Bureau of Vocational-Technical Schools.
Report No.-VT-228-CHEM-LAB
Pub Date- 80
Note-272p.; For a related document see CE 031 112.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Chemistry, Laboratory Equipment, *Laboratory Experiments, Laboratory Manuals, *Laboratory Procedures, Laboratory Safety, Postsecondary Education, *Science Experiments, *Science Instruction, *Science Laboratories, Secondary Education, Skilled Occupations, *Technical Education, Technical Occupations, Vocational Education, Workbooks
Identifiers-Connecticut

This Chemistry-Materials Laboratory Project Book, assembled through a survey of science instructors in vocational-technical schools in Connecticut, is intended to meet a variety of needs. It can serve as an idea book, with the instructor taking from it as needed and adding or substituting material related to class interests; as a guide book for starting or upgrading a laboratory program; or as a laboratory workbook for students. Projects in the book are related to various trades or vocational areas. Some of the laboratories are totally oriented toward chemistry; others are related to the physical aspects of materials. All laboratory experiments require the use of safety equipment. The first four sections of this project book are directed toward the instructor and contain an introduction, suggestions for having a successful laboratory exercise and for managing laboratory materials, and a suggested laboratory report format. The 14 sections following provide materials for student use and are organized into 17 laboratory experiences. The units cover laboratory orientation; laboratory techniques; elements, compounds, and mixtures; acids, bases, and salts; home chemistry; building materials; fuels; molecular oxygen; water; metals; plastics; adhesives; paints; and lists of chemicals used. Each laboratory experience contains an explanation of its purpose, materials required, information, procedures, and notes for the instructor. Charts and diagrams are included where needed. (KC)

ED 211 895 CG 015 688

Kurtines, William M. And Others

Moral Behavior as Rule Governed Behavior: Person and System Effects on Moral Decision Making.

Pub Date-Mar 81
Note-11p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (27th, Atlanta, GA, March 25-28, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Science Research, *Decision Making, Individual Differences, *Influences, *Interaction, *Moral Development, Moral Values, Problem Solving, Simulation, *Situational Tests, *Systems Approach

Recent approaches to research on moral development have considered the preeminence of situational factors in moral development and moral behavior. An open systems approach emphasizes the interactive effects of person and situation variables on moral decision-making. The interactive effects of three sets of variables on moral decision-making were explored with undergraduates (N 64) who made moral choices for each of six simulated situations which varied in type and attribute of situation. Subjects also completed a measure of moral value preference designed to assess individual differences in preferences for justice, utility, or pragmatism as moral values. Results showed that, across all six situations, the total amount of variance explained by both personal situation variables was consistently quite high; the total amount of variance shared by person and situation variables was quite low. Although situation attributes consistently accounted for a higher proportion of variance than person-related factors, in all six situations, person-related factors contributed a significant proportion of unique variance. The findings support a systems approach to moral judgment that views moral decision-making as a multidimensional process affected by a complex interaction between person and situation factors. (Author/NRB)

ED 211 958 CS 006 467

Monroe, Eula Ewing

Inservice Reading Education: An Overview.

Pub Date-Oct 81

Note-11p.; Paper presented at the Annual Meeting of the College Reading Association (Louisville, KY, October 29-31, 1981).

Pub Type- Information Analyses (070) - Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Guidelines, Individualized Instruction, *Individual Needs, *Inservice Teacher Education, Institutes (Training Programs), *Program Content, *Reading Teachers, Remedial Instruction, *Teacher Improvement, *Teacher Participation, Teacher Workshops

The literature of recent years reveals a surge in efforts to upgrade inservice programs. Basic to the more promising practices has been the recognition that staff development activities based on identified needs are much more likely to be effective than are prepackaged presentations aimed toward a general audience. The few studies analyzing the perceived needs of teachers have revealed that the greatest problems reading teachers face and want addressed are diagnosing and treating remedial reading difficulties and meeting the individual needs of students. The following guidelines have been gleaned from literature on preparing and conducting reading inservice programs: (1) conduct sessions during released time; (2) make teachers active participants when planning inservice programs; (3) use case studies and audiovisual aids during presentations; (4) stress diagnosis and correction of reading difficulties; (5) show how the presentations relate to meeting students' individual needs; (6) make the sessions activity-oriented; (7) make the instruction specific; (8) present effective models of what is being taught; (9) provide effective means of feedback; (10) instill within the participants a personal commitment to implement the new knowledge; and (11) allow for individuality and different personalities when working with teachers. (RL)

ED 211 979 CS 206 694

Mellon, John C.

Can Sentence Combining Play a Role in the Revision Process?

Pub Date-Nov 81

Note-10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cohesion (Written Composition), Higher Education, Secondary Education, *Sentence Combining, *Syntax, *Teaching Methods, *Writing Exercises, *Writing Instruction, Writing Skills

Identifiers-*Revision (Written Composition)

Sentence combining is one kind of practice activity, quite specific in character, aimed at teaching syntactic fluency and judgment and the use of the devices of cohesion. Students can be led through the revision process step by step by converting the odd essay from real writing to a practice exercise, then actually providing the content needed for revision, whether detail or development, in the form of kernel sentences to be combined. First, the teacher identifies a particular place where the writer needs to open up and reenter his or her text and return to active composing. The teacher then provides the necessary kernalized content in the form of a sentence combining exercise. Another idea is for the teacher to write the ad hoc revision exercises only once or twice, after which each student can provide his or her own list of kernel sentences (in effect, his or her own sentence-combining exercise) in response to the teacher's directive, then proceed to work out the exercise in the process of revising the essay. Sentence combining practice enhances the syntactic skills brought to bear in the composing of sentences in a text, and can teach the skills of revising text in the direction of elaboration and development. Since sentence combining really has nothing to do with editing, the best results of sentence combining (improvement in writing) occur when it is used as a tool for allowing students to see available options for revision. (HOD)

ED 212 042 EA 014 315

Glasman, Naftaly S.
State Perceptions on State-Wide Evaluation in California.
Pub Date-Aug 81
Note-12p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Attitudes, Credibility, Elementary Secondary Education, *Evaluation Needs, Expectation, *Information Utilization, *Legislators, *Program Evaluation, State Departments of Education, State Officials, State Programs
Identifiers-*California

California state officials vary in their perceptions of the functions and uses of state Department of Education evaluations, according to state legislators, legislative staff members, department administrators, and outside evaluators whose opinions were gathered through interviews and at a 1981 symposium. Highlighted here are the legislators' expectations of and interest in these evaluations as well as their perceptions of the evaluations' credibility and utilization. There is special emphasis on whether state-level evaluations of educational programs are used to legitimize existing programs or to provide informative input for judging new or ongoing programs. The findings indicate that legislators expect evaluations to provide useful input but that this seldom happens; that interest in evaluations varies from legislator to legislator; that the credibility of evaluations is low among legislators; and that legislators use (and publicize) evaluation results selectively or not at all. These findings imply that evaluation is a political process and a means of legitimizing preconceived policies. Further research should examine the politics of finance-related evaluations, such as those involving controversial issues or federal block grants. (Author/RW)

ED 212 062 EA 014 336

Lucht, Angelin S. And Others

The Development of the Supervisory Behavior Description Questionnaire (SBDQ). Form 2.

Pub Date-Nov 81
Note-12p.; Paper presented at the Annual Convention of the Mid-South Educational Research Association (Lexington, KY, November, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Evaluation Methods, Field Tests, *Measurement Techniques, *Multiple Regression Analysis, Predictor Variables, Research Design, Semantic Differential, *Supervisory Methods, Tables (Data), Teacher Motivation, *Teacher Supervision, Test Reliability
Identifiers-*Supervisory Behavior Description Questionnaire

The Supervisory Behavior Description Questionnaire (SBDQ), Form 2, is a modified semantic differential scale using five pairs of bipolar adjectives to describe supervisory behavior. Form 2 of the instrument was field tested to determine which supervisory behaviors 60 graduate students in education perceived as satisfying or motivating. These perceptions were correlated with the students' scores on the Tennessee Self Concept Scale (TSCS) and three of its subtests to determine whether a relationship exists between self-concepts and scores on the SBDQ, Form 2. A multiple regression analysis correlated the results of the TSCS scales and the demographic variables of race, sex, level of teaching assignment, administrative experience, and level of educational attainment with two significant adjective pairs (satisfying/dissatisfying and pleasant/unpleasant) on the SBDQ, Form 2, subscales. The results of the multiple regression for each significant adjective pair in each subscale are shown in tables. The results of the study described were instrumental in determining necessary revisions of the SBDQ, Form 2. (Author/MLF)

ED 212 168 FL 012 774

Proceedings of the National Conference on Professional Priorities.
American Council on the Teaching of Foreign Languages,
Hastings-on-Hudson, N.Y.

Pub Date- 81

Note-10p.; Papers presented at the ACTFL Conference on Professional Priorities (Boston, MA, November 1980).

Available from-Not available separately. For availability, see FL 012 772.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Communicative Competence (Languages), Cross Cultural Studies, *Cultural Awareness, *Curriculum Development, *Global Approach, Higher Education, Interdisciplinary Approach, Modern Language Curriculum, Secondary Education, *Second Language Instruction, Social Sciences

The following position papers are presented: (1) Foreign Language Curricula and Materials for the Twenty-First Century,'' by Robert C. Lafayette and Lorraine A. Strasheim; and (2) Global Education: An Area for Fruitful Collaboration between Foreign Language and Social Studies,'' by Judith Torney-Purta. The first paper discusses the necessity of foreign language curriculum design that will contribute to the improvement of three areas of education: (1) the humanities, (2) communication skills both in English and in second languages, and (3) awareness of the interdependency of the world's nations. Included in the paper are specifications of ways foreign languages can be strengthened through a global orientation and priorities for developing foreign language curricula. The second paper reviews approaches to multicultural studies and suggests implications of the global education approach for the connection of foreign language to social studies education. Implementation of the connection could be an important component of educating students in the ability to look at events with a global perspective. The priorities section makes recommendations on global education based on the two papers. (AMH)

ED 211 662 CE 030 444

Brigham, Earl K., Ed.

Can Participation Enhance Development?

Michigan State Univ., East Lansing. Non-Formal Education Information Center.
Spons Agency-Agency for International Development (IDCA), Washington, D.C. Bureau for Development Support.; Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.
Pub Date-81
Note-25p.
Journal Cit-The NFE Exchange; n20 1981
Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Citizen Participation, *Developing Nations, Disabilities, *Economic Development, Educational Needs, *Educational Planning, Educational Practices, Family Involvement, Females, Group Activities, Leadership, Needs Assessment, *Nonformal Education, *Participation, Program Descriptions, *Program Development, Program Evaluation, School Role

Identifiers-Africa, Asia, Chiwanda, Indonesia, Korea, Mali, Nigeria, Philippines, Political Implications, Tanzania

Devoted to the role of participation in nonformal education (NFE) activities in enhancing development, this issue consists of an article on participation in NFE activities, descriptions of participatory programs, an annotated bibliography on participation, and a review of various publications related to participation. The lead article, Can Participation Enhance Development?,'' examines a variety of approaches currently labeled as participatory as well as some key issues related to the role of NFE as a vehicle to enhance participation in the development process, including the project cycle (problem identification, participation in planning, implementing projects, participatory evaluation); women and participation; redefining roles; and rethinking participation (distinguishing between participation and manipulation, identifying and meeting needs, political implications, leaderships and new elites, group action, project participation and families). Described in a section on project highlights are 10 participatory projects in such areas as Indonesia, Africa, and Southeast Asia. A 57-item annotated bibliography on participation is provided. Reviewed next are publications covering the relation of NFE to the handicapped (with emphasis on rehabilitation, educational programs, and aids and devices) and the participation of women in development programs. (MN)

ED 211 697 CE 030 936

Couch, Sue

Employer Perceptions of Male and Female Applicants for Administrative Positions in Vocational Education.

Pub Date-Dec 81

Note-8p.; Paper presented at the Annual Meeting of the American Vocational Association (Atlanta, GA, December 5, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Policy, *Administrator Attitudes, Administrator Evaluation, *Administrator Qualifications, *Administrator Selection, Educational Administration, *Employer Attitudes, Females, Graduate Study, Higher Education, Males, *Sex Bias, Sex Fairness, *Vocational Education

As part of a larger research project at the University of Kentucky, a study was conducted to discover why there are so few women administrators in the upper levels of vocational education administration. The objective of the study was to examine employer perceptions of the qualifications of male and female applicants for administrative positions in vocational education. The study focused on the screening process through indirect assessment. A sample of 114 persons who have responsibility for appointing vocational administrators in Kentucky evaluated average and superior male and female applicants on the basis of two pairs of fictional resumes. They considered seven criteria educational background, employment experience, career commitment, leadership potential, interpersonal skills, professional involvement, and written recommendations. The study found that sex is an important factor in the evaluation of equally qualified male and female applicants for administrative positions although there were not significant differences in the overall ratings for equally qualified applicants. The findings indicate that the employers in this study see the employment experience of a man as more valuable than the same experience belonging to a woman, and that they perceive women as more competent than men in the area of interpersonal skills. The findings also indicate that women with average qualifications may compete favorably with equally qualified men, but women with superior qualifications may be overlooked. Recommendations were made for treating the issue of sex bias in graduate programs and in inservice education, and for further research on sex bias in employment. (KC)

ED 211 715 CE 030 973

Aucoin, Margaret And Others
Office Occupations Curriculum Course Guide Postsecondary. Vocational Education, 1981.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Report No.-Bull-1665
Pub Date-81
Note-85p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Accounting, Business Correspondence, Business Education, Business English, Clerical Occupations, *Course Content, *Course Descriptions, Curriculum, Curriculum Guides, Job Training, Office Management, Office Occupations, *Office Occupations Education, Office Practice, Postsecondary Education, Recordkeeping, *Secretaries, Shorthand, State Curriculum Guides, Textbooks, Two Year Colleges, *Typewriting, Vocational Education
Identifiers-Louisiana

This publication is a curriculum guide for postsecondary office occupations education programs in Louisiana. The guide details courses to be taken in order for a student to major in the accounting, secretarial, or typist-clerk curriculum areas. Each of these three curriculum areas contains minimum requirements, exit points, hourly schedules, and individual course descriptions for all courses suggested or required. For each of the 30 course descriptions, prerequisites, objectives, and content are outlined. Topics covered in the courses include accounting, business correspondence, business English, business law, business machines, business mathematics, civil service training, payroll, cost accounting, government accounting, income tax, information processing, introduction to business machine transcription, office procedures, personal development, records management, shorthand, typing, vocabulary, and word processing. The guide also contains a list of suggested textbooks for the courses. (KC)

ED 211 749 CE 031 033

McBain, Susan

Getting Down to Business: Farm Equipment Repair, Module 2. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-32p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100E2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, *Advertising, *Business Administration, Business Skills, *Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods, Vocational Education
Identifiers-*Entrepreneurship, *Small Businesses

This is the second in a set of 36 teacher guides to the Entrepreneurship Training modules and accompanies CE 031 032. Its purpose is to give students some idea of what it is like to own and operate a farm equipment repair business. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Farm Equipment Business; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study, responses to individual activities, responses to discussion questions, and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 784 CE 031 068

Shapiro, Norma

Getting Down to Business: Software Design Company, Module 20. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-91p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100M1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, *Computer Programs, Financial Support, Learning Activities, Learning Modules, *Material Development, Money Management, Recordkeeping, Salesmanship, Secondary Education

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a software design company is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (targeted market; special services; programming skills; business skills; legal requirements); choosing a location (questions to ask yourself); getting money to start (business description; statement of financial need; unforeseen expenses; general office costs); being in charge (hiring staff; job descriptions; training staff); organizing the work (writing the program; putting the package together; distribution; user service; work schedule); setting prices (competition; targeted market; break-even point; price changes); advertising and selling (trade magazines; press release; direct mail; computer clubs and fairs); keeping financial records (how to bill; credit; daily cash sheet); and keeping your business successful (profit/loss statement; adding new products). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 874 CG 015 666

Reatig, Natalie, Ed.

Competency and Informed Consent. Papers and Other Materials Developed for the Workshop Empirical Research on Informed Consent with Subjects of Uncertain Competence'' (Rockville, MD, January 12-13, 1981).

National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date-Jan 81
Note-193p.
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Ability, Anthologies, *Competence, *Evaluation Methods, *Legal Responsibility, *Minimum Competencies, Philosophy, Psychiatry, Researchers, Research Needs, *Research Problems, Workshops
Identifiers-*Informed Consent

This volume is a collection of background papers and materials prepared for workshop participants engaged in empirical research on the topic of informed consent with subjects of uncertain competence.'' The first three papers consider the minimum competence needed to consent to or refuse participation in research, including a philosophical overview, a legal overview, and a psychiatric overview. The fourth paper, a review of the literature for empirical studies on competence and consent, highlights questions which have not been addressed as well as findings which require replication and further investigation; a supplementary, expanded bibliography follows this paper. The final paper is a summary of the workshop discussion in which participants identified an agenda for future research, including the five major areas considered most deserving of attention and practical methodologic considerations for investigators planning research in these areas. The appendix contains a brief paper describing new implications for informed consent, a presentation of the regulations on consent, the original workshop agenda, and a list of workshop guests. (Author/NRB)

ED 212 000 CS 503 686

Lazier, Gil

Getting Started with Measurement Research in Creative Drama.

Pub Date-Aug 81
Note-9p.; Paper presented at the Annual Meeting of the American Theatre Association (Dallas, TX, August 9-12, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Development, *Communication Research, *Creative Dramatics, Measurement Objectives, Research Design, *Research Methodology, *Research Needs

The best way to get started in conducting measurement research in creative drama is to understand creative drama as fully as possible in order to discover significant issues that need the kind of clarification that measurement research can provide. A few basic research questions that will help people focus on particular projects in creative drama research include the following: (1) What do various kinds of children naturally do when involved in the activity of creative drama? (2) How can the discipline of creative drama serve to broaden, enhance, and enrich the behaviors of various kinds of children in the most efficient manner possible? and (3) What effect does this participation in creative drama have on other activities or behaviors? Once a research question has been formulated, the researcher must choose a standard format for measurement study in creative drama. Depending on the nature of the question selected, researchers can choose the classic experimental model or the observational approach. (RL)

ED 212 083 EA 014 359

Burns, M. L.

Supervision in Organizational Perspective: Focus on Pupil, Program, Process, Person.

Pub Date-3 Jun 81

Note-26p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (Halifax, Nova Scotia, Canada, June 3, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, *Evaluation Methods, Higher Education, Learning, Models, Records (Forms), Student Behavior, *Supervisory Methods, Teacher Behavior, Teacher Education, *Teacher Evaluation, *Teacher Supervision

Identifiers-McGill University (Canada)

The literature of teacher supervision assumes that supervision should focus on the teacher and teacher behavior within the classroom setting. The administrative model of supervision, however, focuses on pupils and pupil learning and takes the school system as its setting. It makes teachers and supervisors partners in deciding how well the instructional program is meeting pupils' needs. Placing the administrative model within a model of the organization shows the proper relationship of supervision to evaluation: supervision should coordinate the organization to produce pupil learning, while evaluation controls the quality of student learning. Using the administrative model of supervision in student teaching programs at McGill University (Canada), researchers developed a teacher evaluation form for supervisors that focuses equally on pupils and teachers instead of predominantly on teachers. Videotapes of classroom teaching, based on the forms, were tested on McGill student teachers. The students favored the use of the films, but their ratings of the teaching shown, using teacher- or pupil-focused variants of the evaluation form, were inconclusive. A copy of the evaluation form is appended. (Author/RW)

ED 212 148 FL 012 754

Darche-Park, Cynthia Lujan, Jaime

Collaborative Staff Development for Teachers of Bilingual Students with the Teacher as Researcher.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-14p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of the project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Bilingual Education, *Cooperative Planning, Master Teachers, Models, *Research Methodology, Secondary Education, Student Teachers, Teacher Education, Teacher Improvement

A set of assumptions, goals, and training strategies are described as they were used to implement a staff development program which tested the notion that teachers of limited-English-speaking students can effectively carry out research pertinent to them. The experiment in question was conducted as a one-year collaborative project between San Diego State University and a high school district with a large Spanish-speaking population. The project included 20 teachers, 16 student teachers, 2 university researchers, and 2 graduate assistants. The description of the training model includes the theoretical foundation, the 12-step discovery process used in the training strategy, training in building collaborative relationships and working toward consensus, and the process for selection of participating teachers. The discussion indicates that two collaboration types were being studied simultaneously: (1) collaboration between master teacher and student teacher, and (2) collaboration among the teachers themselves in their attempts to solve problems through consensus decisionmaking and doing research on identified problems. The model description is illustrated with flow charts. (AMH)

Colby, Pamela G.
Getting Down to Business: Energy Specialist Service, Module 29. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Apr 81
Contract-300-79-0535
Note-88p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100FF1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, *Energy Conservation, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Service Occupations
Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating an energy specialist service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (services, customers, competition; personal qualities; legal requirements; how to compete well); choosing a location (customers nearby; area; space; building; rent); getting money to start (business description; statement of financial need; meeting with the loan officer); being in charge (hiring; matching people and tasks; training); organizing the work (work orders; work schedules); setting prices (costs for materials; demand for services; competition; operating expenses; profit); advertising and selling (plan your advertising; ways to advertise; people'' ads; how to design printed ads); keeping financial records (customer billing form; daily cash sheet); and keeping your business successful (profit/loss statement; change your business to increase sales). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 837 CE 031 182

Burtch, Lloyd D. And Others

Aptitude Requirements Based on Task Difficulty: Methodology for Evaluation. Interim Report for Period 1975-1980.

Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.

Report No.-AFHRL-TR-81-34
Pub Date-Jan 82
Contract-F33615-78-C-0036
Note-47p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aptitude, Aptitude Tests, *Aptitude Treatment Interaction, *Difficulty Level, *Evaluation Methods, *Job Analysis, Job Skills, Job Training, *Military Training, Occupational Information, Personnel Evaluation, Personnel Selection, Postsecondary Education, *Rating Scales, Task Analysis, Vocational Aptitude
Identifiers-*Air Force

An objective procedure was developed and tested to determine the relative difficulty of Air Force jobs. Also investigated were (1) the measurement of task difficulty to allow comparability across specialties, (2) the quantitative appraisal of job demands based on component tasks being performed, and (3) the comparability of job difficulty to job aptitude requirement. The study was based on task-level specifications of learning difficulty provided by two sources: supervisors and benchmark ratings developed by contract job analysts. These data were used to weight the relative difficulty of each task when computing aggregate estimates of learning difficulty for each enlisted specialty. The Comprehensive Occupational Data Analysis Programs (CODAP) package was used for the analysis of task level data. Interrater reliability and correlation techniques were used to assess the agreement among supervisors and job analysis in the ratings of task difficulty. Regression equations were used to calibrate relative ratings on the benchmark scale. The calibrated ratings then were combined with average time-spent data to determine the relative difficulty of individual jobs and specialty groups. Both supervisory ratings and the contract job analyst ratings proved to be highly reliable, and the benchmark scales provided a highly reliable means of obtaining task difficulty ratings that were comparable across specialities. The methodology developed and implemented can be applied objectively to evaluate the relative aptitude requirements of Air Force jobs and to order jobs relative to each other based on the level of talent required. It was recommended that this method be used in operational realignment of current aptitude requirements. (KC)

ED 211 916 CG 015 709

Gerdes, Eugenia Proctor And Others

Women Entering Traditionally Male Professions: Relationship of Personality Measures to Achievement and Stress.

Pub Date-Apr 81

Note-11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981). For related document, see CG 015 418.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Need, College Students, Fear of Success, *Females, Higher Education, Measures (Individuals), *Nontraditional Occupations, Physical Health, *Psychological Characteristics, *Self Esteem, *Stress Variables, Student Characteristics, Success

The underrepresentation of women in high status, traditionally male professions can be attributed to sex-role socialization and discrimination. To examine the relationship between personal characteristics and stress in a sex-role incongruent situation, female (N 64) and male (N 21) engineering, management, and pre-medical students completed measures of achievement motivation, fear of success, sex-role orientation, and social self-esteem. The personality measures were used: (1) to predict grade point average (GPA); (2) with GPA to predict perceived success; and (3) with perceived success to predict five stress and illness measures. High achievement motivation and low social self-esteem predicted higher GPA's. Perceived success and social self-esteem were the strongest predictors of the stress and illness measures. Lower levels on these personal variables were related to detrimental effects for women entering traditionally male professions. The findings suggest that these personality scales, considered alone, do not account for much of the variance in stress and health. (Author/RC)

ED 211 938 CS 006 445

Fleming, Lily And Others

The Private Sector Involvement in Literacy Efforts. Literacy: Meeting the Challenge.

Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date-80

Note-38p.; Paper presented at the National Right to Read Conference (Washington, DC, May 27-29, 1978). For related documents see ED 190 997 and CS 006 442-449.

Available from-Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Basic Education, Adult Literacy, *Business, Business Responsibility, *Inservice Education, Job Performance, Job Skills, *Literacy, Program Content, *Program Descriptions, Program Development, *Reading Instruction

Identifiers-*Private Sector

The fourth of eight related documents, this booklet is part of a series of papers presented at the 1978 National Right to Read Conference examining issues and problems in literacy. In an examination of the role of private business in efforts to increase literacy, each of the three papers in this booklet discusses a specific program sponsored and funded by a large private corporation, and each includes an account of the program's inception and development, target population and mode of recruitment, staffing, curriculum and characteristic activities, and perceived benefits. The three corporations discussed in the papers are Polaroid Corporation, New York Insurance Company, and Montgomery Ward and Company. (HTH)

ED 212 022 CS 503 743

Dallinger, Judith M. Prisbell, Marshall

The Relationship Between Uncertainty Level and Self-Disclosure Over Time.

Pub Date-Nov 81

Note-31p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Students, *Communication Research, *Disclosure, Higher Education, *Interpersonal Relationship

Identifiers-Dyadic Communication, *Self Disclosure, *Uncertainty, Uncertainty Reduction

A study investigated the way in which self-disclosure and uncertainty levels operated over time in 44 developing relationships. The 88 subjects in the study were assigned to dyadic relationships, with the dyads working together on various tasks throughout the semester of an introductory speech class. Uncertainty level and five dimensions of disclosure level (amount, intent, honesty, depth, and positiveness of disclosures) were measured three times during the semester. Results indicated that a combination of the five dimensions of self-disclosure failed to predict uncertainty levels at any time. As hypothesized, uncertainty level decreased over time and amount of disclosure increased over time. However, perceptions of intent of disclosure, honesty of disclosure, and depth of disclosure all of which were hypothesized to increase over time fluctuated, while positiveness of disclosure did not significantly change over time. Failure to support the hypotheses may have been the result of the poor reliability and inadequate validity of the self-disclosure instrument and the laboratory-type setting. (RL)

ED 211 767 CE 031 051

Rassen, Rachel L.

Getting Down to Business: Flower and Plant Store, Module 11. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-35p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100W2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, *Retailing, Salesmanship, Secondary Education, Teaching Methods

Identifiers-*Entrepreneurship, *Florists, Small Businesses

This is the eleventh in a set of 36 teacher guides to the Entrepreneurial Training modules and accompanies CE 031 050. The purpose of this module is to give students some idea of what it is like to own and operate a flower and plant store. Following an overview are general notes on use of the module. Steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Flower and Plant Store, Choosing a Location, Getting Money to Start, Being in Charge, Buying and Keeping Track of Supplies, Setting Prices, Advertising and Selling, Keeping Financial Records, and Keeping Your Business Successful. Each unit contains a case study, responses to individual activities, responses to discussion questions, and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 855 CE 031 284

Greenwood, Katy And Others
Strategies for Involving the Private Sector in Job Training Programs.
Texas A and M Univ., College Station. Texas Engineering Experiment Station.
Spons Agency-Texas State Dept. of Community Affairs, Austin.
Pub Date-1 Aug 81
Note-52p.; For related documents see CE 031 283-288.
Pub Type- Guides - General (050) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Attitudes, Business, Delivery Systems, *Educational Cooperation, Employment Programs, Industry, *Job Training, *Participation, Program Costs, Program Development, Program Implementation, Questionnaires, *State Programs, State Surveys, Statewide Planning, Success, Vocational Education
Identifiers-Balance of State Program Contractors, Comprehensive Employment and Training Act, *Education for Work Linkage Project, *Private Sector, Texas

This two-part report describes various strategies for involving the private sector in job training programs and summarizes a study conducted with prime sponsors of Comprehensive Employment and Training Act (CETA) programs in Texas. Included in a discussion of involving the private sector in job training programs are the following topics: the new mandate for private sector involvement; the benefits of business/industry involvement in job training; the purpose of private sector involvement; barriers to private sector involvement in job training; components of success (definition of goals, promotion and management, involvement, cost); and strategies for collaboration (the vocational education and CETA delivery systems). A bibliography for private sector involvement in job training is also provided. Summarized next are the results of a survey completed by a total of 24 CETA prime sponsors and Balance of State program contractors in the state of Texas in order to determine the extent of private sector involvement in job training programs and employment generating services. The questionnaire is included along with an item-by-item tabulation of responses to it. (Other Education for Work Linkage Project reports are available separately see note.) (MN)

ED 211 896 CG 015 689

Petros, Tom Chabot, Robert J.

Adult Age Differences in Sensitivity to the Semantic Structure of Prose.

Spons Agency-Kent State Univ., Ohio.

Pub Date-Apr 81

Note-23p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, Cognitive Processes, Comprehension, *Educational Background, *Memory, Older Adults, Prose, *Recall (Psychology), *Retention (Psychology), *Short Term Memory, Young Adults

Several studies have reported adult age deficits in memory for prose materials. Adult age differences in prose comprehension were examined among young and old adults from high or low educational backgrounds. Subjects (N 53) listened to tape-recorded versions of two narrative passages and attempted to orally recall the stories. Subjects were compared on their abilities to comprehend prose and to differentiate the idea units of a passage in terms of their relative importance to the main theme. Results demonstrated that younger adults remembered more than older adults, but subjects from all age groups favored the main ideas in their recall. Subjects from all ages and educational levels were equally able to identify the important information in the stories. The findings suggest that little change with age occurs in the comprehension process, and that adult age differences observed on discourse comprehension tasks may reflect an age-related decline in processing capacity. (Author/NRB)

ED 211 959 CS 006 468

Neufeld, Helen H.

Reading, Writing and Algorithms: Computer Literacy in the Schools.

Pub Date-Jan 82

Note-10p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (49th, Claremont, CA, January 14-15, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Computer Literacy, Computers, Educational Change, Educational Needs, *Educational Technology, *Educational Trends, Elementary Secondary Education, Language Arts, Postsecondary Education, Reading Instruction, Writing Instruction

Given the state of the art of computing in 1982, it is not necessary to know a computer language to use a computer. Three aspects of the current state of computing make it mandatory that educators from elementary through postsecondary levels rapidly incorporate this skill into the curriculum: (1) computers have permeated society they are used in virtually every business; (2) they have begun to compete with schools for the attention of young people, as evidenced by the popularity of video games; and (3) they have potential as teaching tools. If this potential could be utilized, then the problem of the need for computing skills could be addressed early in the educational process, and educators might meet the competition of computer games. Since the individual teacher need not write computer programs, all that remains for educators is to obtain the computer and the programs and find someone who will demonstrate their use. Two invaluable resource persons are present in almost every community the computer-knowledgeable parent, and the computer whiz kid'' from the local high school or university. The parent can give advice on obtaining computer hardware and the student can help debug'' commercial programs, as well as incorporate the instructor's ideas into programs written by others. (HOD)

ED 211 980 CS 206 695

Stotsky, Sandra

Examining Word Use to Assess Growth in Essay Writing. Second Revision.

Pub Date-Oct 81

Note-26p.; Paper presented at the Annual Meeting of the Conference on Language Development (6th, Boston, MA, October 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cohesion (Written Composition), Content Analysis, Differences, Evaluation Criteria, Grade 10, Linguistics, Secondary Education, *Semantics, *Writing (Composition), *Writing Evaluation, Writing Processes, *Writing Research

Twenty 10th grade students participated in a study designed to identify differences in the ways developing writers use words to create written texts. Essays written by the students were holistically evaluated and then analyzed for the types and the number of lexical cohesive ties used and the nature of the grammatical subject, or focus, of each clause. The analysis of lexical cohesion in the 9 high-rated and 11 low-rated essays showed large differences. In the low-rated essays, the total number of lexical ties constituted 15% of the total number of words, while the total number of words entering into lexical ties constituted 25% of the total number of words. In the high-rated essays, the total number of lexical ties constituted 21% of the total number of words, while the total number of words entering into lexical ties constituted 44% of the total number of words. The analysis of the grammatical subjects of clauses also revealed large differences between the two groups of writers. Of the total number of 121 clauses in the low-rated essays, 81% were pronominal in nature. In contrast, of the 154 subjects of clauses in the high-rated essays, only 51% were pronominal. The results suggest that the writers of the high-rated essays were clearly using words to create meaning in different ways than were the writers of the low-rated papers. (Copies of essays and their ratings are appended.) (RL)

ED 212 001 CS 503 695

Loacker, S. Georgine

Alverno College's Program in Developing and Assessing Oral Communication Skills.

Pub Date-Nov 81
Note-24p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills, *Competency Based Education, *Curriculum Design, *Evaluation Methods, Higher Education, Integrated Curriculum, Public Speaking, Speech Communication, *Speech Curriculum, *Student Evaluation
Identifiers-Interpersonal Communication

The rationale and procedures for assessing students' oral communication skills at Alverno College (Milwaukee, Wisconsin) are outlined in this paper. Since the curriculum at Alverno emphasizes ongoing performance assessment as an integral part of the learning process and as an effective measurement of educational progress, the discussion focuses on the six levels or stages specified for each ability required for graduation from Alverno. Six levels of oral communication ability are listed and discussed: (1) assessing one's own speaking ability, (2) speaking with analytic consciousness, (3) speaking effectively (advanced training), (4) integrating effective speaking within the framework of academic disciplines, (5) integrating theory with effective speaking, and (6) speaking effectively within a multimedia context and with advanced content. For each of these performance levels, learning objectives and evaluation criteria and methods are offered. Excerpts from publications by Alverno faculty are attached to indicate the general context for developing and assessing oral communication skills at the college. (RL)

ED 212 063 EA 014 337

Wilkes, Sam T. Blackbourn, Joe M.

The Design of an Instrument to Measure Zones of Indifference of Teachers to Directives Issued by Administrators.

Mississippi State Univ., Mississippi State, Bureau of Educational Research.

Pub Date-81

Note-31p.

Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, *Factor Analysis, *Measurement Techniques, Orthogonal Rotation, Power Structure, *Questionnaires, *Research Design, *Teacher Administrator Relationship

Identifiers-*Zones of Indifference (Behavior)

The purpose of the project described in this report was to develop an instrument that would measure the zones of indifference of teachers to typical directives issued by administrators. Zones of indifference describe the extent to which people will respond to orders or directives issued by authority figures. The following procedures were followed in the development of the instrument. One hundred twenty-five teachers submitted 134 usable items of typical directives issued by their supervising administrator. The items fit into four categories of acceptability, ranging from acceptable without question to clearly unacceptable. These items were then field-tested with 104 teachers in four states. Various computer manipulations, including a principal component analysis of the responses, identified two factors or sets of items. One set appears to explain variables describing teacher-determined practices while the other covers administrator-determined policy. The appendices contain the initial instrument of 134 items, the computer analysis results, and the final instrument of 78 items labeled as to the factor each item represents. (Author/MLF)

ED 212 128 FL 012 160

McLean, L. D.

Separating the Effect of More Hours of Instruction from General Language Development on Achievement in French as a Second Language.

Ontario Inst. for Studies in Education, Toronto.

Spons Agency-Ontario Dept. of Education, Toronto.

Pub Date- 80

Note-27p.; Revised version of a paper presented at the International Symposium on Educational Testing (4th, Antwerp, Belgium, June 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communicative Competence (Languages), Elementary Education, Foreign Countries, *French, Language Proficiency, *Language Tests, Maturity (Individuals), Secondary Education, *Second Language Instruction, Speech Skills, Test Construction, Writing Skills

Identifiers-Ontario (Toronto)

This paper presents research on the contribution of the amount of schooling to performance in French as a second language, assessed by newly developed measures of communicative competence. Test items addressed three components of communicative competence: grammatical, sociolinguistic, and strategic. Aware of the relationship of context to communication, test developers presented every task, or test item, within a meaningful context, and, whenever possible, language samples were taken from authentic materials. Test items, including both speaking and writing tasks, were prepared and administered to 6000 grade 6 and grade 10 students in 849 core French classes. Data are reported in terms of levels incorporating both maturity (growth from grade 6 to grade 10) and time (cumulative number of hours of instruction). The unit of analysis for performance evaluation is the classroom p-value (proportion correct). The analysis reveals that substantial gains are due to maturation rather than added instruction. (MES)

Viehland, Dennis, Comp.
Catalog of Uncommon Facilities in Western Colleges and Universities.
Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency-Carnegie Corp. of New York, N.Y.
Report No.-WICHE-2A92
Pub Date-Jul 81
Note-129p.
Available from-Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Arts Centers, Educational Facilities, Equipment, *Higher Education, Information Centers, Institutional Characteristics, *Laboratory Equipment, Learning Resources Centers, *Library Collections, Museums, Nature Centers, *Research and Development Centers, Research Libraries, *Research Tools, *Resource Centers, Science Equipment, Shared Facilities, Special Libraries
Identifiers-*United States (West)

A list of rare, and often unique, facilities in the western part of the United States is presented that is designed to serve as a resource for researchers. The list of facilities is a guide to what uncommon equipment, centers or institutes, and collections are available at western higher education facilities and what provisions exist for sharing those facilities. The information was obtained through mail requests in late 1979 to all residents and public information officers in all graduate-level colleges and universities in the Western Interstate Commission for Higher Education region. The respondents nominated unique facilities, verified the accuracy of the description, and categorized the facility's work into primary and secondary research fields. The catalog contains 294 entries that include equipment, such as electron microscopes and nuclear reactors; centers or research institutes, such as laboratories and land preserves; and collections, such as specialized libraries or art galleries. Each entry contains a description of the facility, the name and address of the director or another individual to contact for further information, and the arrangement through which researchers may use the facility. While some facilities are open to the public, others are more restricted and require individual arrangements. The catalog is organized into 14 chapters, which represent the primary research applications of the facilities. There are two indexes: one lists the facilities by institution; the other by primary and secondary research fields. A facility description form is appended. (SW)

ED 211 680 CE 030 905

Learning Opportunities for Adults Vol. V: Widening Access for the Disadvantaged. Possibilites de Formation pour les Adultes. Vol. V: Les Groupes Defavorises.

Organisation for Economic Cooperation and Development, Paris (France).
Report No.-ISBN-92-64-02183-3
Pub Date-81
Note-257p.; For related documents, see ED 145 076, ED 149 056, ED 185 414, and ED 189 461.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006 ($15.00).
Language-English; French
Pub Type- Books (010) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Access to Education, Adult Basic Education, *Adult Education, Adult Programs, Case Studies, *Economically Disadvantaged, Educational Finance, Educationally Disadvantaged, Educational Needs, Enrollment Influences, Financial Policy, National Programs, *Policy Formation, Postsecondary Education, *Program Development, Student Educational Objectives
Identifiers-Australia, Germany, *Organisation for Economic Cooperation Development, Sweden, United Kingdom

This volume is the fifth and last in a series that gives a comphehensive view on the present status and future prospects of adult education in Organisation for Economic Cooperation and Development (OECD) member countries. The series attempts to show what kind of national policies and strategies are required to increase public participation in adult education and to improve its overall efficiency in order to meet high priority societal, group, and individual learning needs. Chapter 1 of this volume considers the implications of treating the education of disadvantaged as part of comprehensive national policy for adult education. While stressing that the rhetoric about the importance of serving the educational needs of disadvantaged adults has not been matched by polices, it points to the progress that has been made. The main conclusion of the chapter is that a proper set of polices implies the adoption of special measures to identify and satisfy the unmet educational needs of the disadvantaged. The next four chapters consist of country case studies from Australia, Germany, Sweden, and the United Kingdom. Chapter 6 deals with the major problem of how to induce disadvantaged adults to participate in adult education. It is argued that those administering adult education programs have paid far too little attention to the decisive influence of the way information is processed and disseminated. None of the emerging systems of recurrent education designed to encourage adult learning will improve in efficiency and do justice to the disadvantaged unless stimulating information is comprehensively presented. The last chapter is devoted to the financial implications of widening the access of the disadvantaged to education. A key section of the chapter states five propositions about program planning, each having implications for public expenditures. (KC)

ED 211 820 CE 031 112

Physics Laboratory Project Book, 1979-80.
Connecticut State Dept. of Education, Hartford. Bureau of
Vocational-Technical Schools.
Report No.-VT-228-PHY-LAB
Pub Date- 80
Note-232p.; For a related document see CE 031 111.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Laboratory Equipment, *Laboratory Experiments, Laboratory Manuals, *Laboratory Procedures, Laboratory Safety, *Physics, Postsecondary Education, *Science Experiments, Science Instruction, *Science Laboratories, Secondary Education, Skilled Occupations, *Technical Education, Technical Occupations, Vocational Education, Workbooks
Identifiers-Connecticut

This Physics Laboratory Project Book, assembled through a survey of science instructors in vocational-technical schools in Connecticut, is an extension of the Chemistry-Materials Laboratory Project Book (see note) and is intended to meet a variety of needs. It can serve as an idea book, with the instructor taking from it as needed and adding or substituting material related to class interests; as a guide book for starting or upgrading a laboratory program; or as a laboratory workbook for students. Projects in the book are related to various trades or vocational areas. Some of the laboratories are totally oriented toward physics. Some may be very basic and general in nature and may apply to all students and trades; others are more specific and apply only to selected students and trades. Unlike the Chemistry-Materials laboratories, not all exercises here require the use of safety equipment. The first four sections of this project book are directed toward the instructor, and contain an introduction, suggestions for having a successful laboratory exercise and for managing laboratory materials, and a suggested laboratory report format. The following six sections provide materials for student use, and are organized into 82 laboratory experiences. The units cover laboratory orientation, mechanics, heat, sound, light, and electricity. Each laboratory experience contains an explanation of its purpose, materials required, information, procedures, and notes for the instructor. Charts and diagrams are included where needed. (KC)

ED 211 875 CG 015 667

Baum, Steven K.
Age Identification in the Elderly.
Pub Date-Aug 81
Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, Aging (Individuals), *Chronological Age, *Individual Differences, *Individual Power, *Life Style, Locus of Control, Mental Health, Older Adults, Participation, *Quality of Life, *Self Concept, Self Evaluation (Individuals)
Identifiers-*Social Affiliation

Although researchers have investigated the chronological age-subjective age discrepancy in several ways, they have, for the most part, ignored where and how older persons live. The lifestyles of elderly Los Angeles residents (N 308), i.e., institutionalized, socially active in the community, or socially inactive in the community, were taken into account and examined in terms of individual perception of age. Subjects who identified themselves as feeling younger, older, or the same as their chronological age completed a battery of several psychological and sociodemographic measures. Findings indicated that the elderly who felt younger demonstrated greater affiliation tendencies, had subjectively more meaningful experiences, and felt more in control of their lives than those who perceived themselves as older. When the covariates of health, income, psychological health, and interviewer's effects were removed, analysis of covariance revealed that the relationship between perceived age and locus of control disappeared. A person's sense of involvement and personal meaning emerged as the most influential predictors with respect to how old a person felt inside. The results suggest a direct relationship exists between one's concept of self as young or old. (Author/NRB)

ED 212 043 EA 014 316

Turner, William Lloyd

Understanding the Growth of Christian Schools.

Pub Date-28 Aug 81

Note-11p.; Paper presented at the Annual Meeting of the Education Commission of the States (Cambridge, MA, August 28, 1981). Not available in paper copy due to light print of original document.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Attitudes, Educational Quality, Elementary Secondary Education, *Parent Attitudes, *Parochial Schools, Protestants, *Religion, Religious Education

The number of independent fundamentalist Protestant schools and students has been increasing rapidly in the last few decades. Research in Kentucky and Wisconsin on administrators and parents in these Christian schools indicates the reasons why such schools are started and why families send their children to them. Administrators start Christian schools primarily for religious reasons to promote their students' religious salvation and moral development and to offer alternatives to the public schools' "secular humanism" and only secondarily for educational reasons. Parents send their children to fundamentalist schools both because of church membership and religion and because of dissatisfaction with public schools' academic quality, discipline problems, and violence. Parents continue patronizing Christian schools because they are satisfied with the quality of education, they can afford the tuition, and their children like the schools' small size and the commitment of the teachers. Two further reasons underlying the growth of fundamentalist Protestant schools are the philosophical disagreement between public and Christian schools over the nature of human beings and the current disintegration of the consensus on common American values. (RW)

ED 212 084 EA 014 361

Harden, Thomas K.

The National Defense Education Act: A Turning Point in Federal Aid.

Pub Date-21 Sep 81
Note-22p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational History, Elementary Secondary Education, *Federal Aid, Financial Support, *Government School Relationship, Humanities, Mathematics, Postsecondary Education, *School Funds, Sciences, Second Language Instruction, Student Loan Programs, Teacher Education, Vocational Education
Identifiers-*National Defense Education Act

The National Defense Education Act (NDEA) of 1958 changed the federal government's relationship to education. Previously, while the federal government had provided land grants for schools and aid to vocational education, it had been unwilling to fund general education. The Soviet Union's launching of Sputnik in 1957, however, allowed supporters to link educational aid to national defense and led to the passage of the NDEA the following year. Title VIII of the NDEA changed certain criteria for aid to vocational education and funded a great expansion in vocational education programs. The general education aid envisioned in other NDEA titles originally was focused on gifted students and the sciences, mathematics, and foreign languages. NDEA's scope has since broadened to include the arts and humanities and nearly all students. A title-by-title review of NDEA changes since 1958 reveals expansions in higher education loans and fellowships, growth of aid for teacher training and instructional improvement, and increases in funds for high school student counseling, language study, and state collection of educational statistics. (Author/RW)

ED 212 105 EC 141 508

Interdisciplinary Glossary on Child Abuse and Neglect: Legal, Medical, Social Work Terms. Revised.

Wisconsin Univ., Milwaukee. Region V Child Abuse and Neglect Resource Center.

Spons Agency-National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

Report No.-DHHS-OHDS-80-30137

Pub Date-Apr 80

Grant-90-C-600

Note-51p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-000-00206-6).

Pub Type- Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Child Abuse, *Child Neglect, Elementary Secondary Education, Glossaries, *Interdisciplinary Approach

The booklet was compiled to facilitate communication and understanding among personnel in a multidisciplinary approach to child abuse and neglect. It is reported that the explanation of approximately 400 terms relevant to child abuse and neglect may be useful to attorneys, day care staff, family life educators, health care administrators, homemaker personnel, judges, law enforcement personnel, legislators, nurses, parent aides, physicians, psychologists, teachers, students, and social workers, among others. Terms are arranged alphabetically and are followed by a brief explanation. Acronyms are noted when appropriate. (CL)

ED 212 169 FL 012 775

Proceedings of the National Conference on Professional Priorities.
American Council on the Teaching of Foreign Languages,
Hastings-on-Hudson, N.Y.
Pub Date- 81
Note-15p.; Papers presented at the ACTFL National Conference on Professional Priorities (Boston, MA, November 1980).
Available from-Not available separately. For availability, see FL 012 772.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Classroom Techniques, Competency Based Teacher Education, *Curriculum Evaluation, Educational Objectives, Higher Education, *Language Proficiency, National Competency Tests, Program Evaluation, Secondary Education, *Second Language Instruction, *Testing

The following position papers on evaluation are presented: (1) Curricular and Comprehensive Program Evaluation,'' by Ray Clifford; (2) Evaluation Proficiency Goals, CBTE National Assessment: How Do They Interrelate?'' by Randall L. Jones; and (3) Priorities in Classroom Testing for the 1980s,'' by Alice C. Omaggio. The first paper describes an action plan for the establishment of a national language achievement and proficiency program. The second paper reviews testing research and outlines developments in the three areas mentioned in the title. The third paper discusses the need to create classroom testing programs that reflect the dual goal of linguistic and communicative proficiency. The paper also provides numerous examples and ideas for contextualizing test items in the four skill areas, appropriate for beginning and intermediate levels. Five recommendations on priorities in evaluation conclude the section. (AMH)

ED 211 663   CE 030 [illegible]76

Jansson, Karin, Ed.
Needs-Oriented Language Learning for Adults (BISVUX).
National Swedish Board of Education, Stockholm.
Pub Date-Aug 81
Note-12p.; Project conducted at University of Gothenburg, Language Teaching Research Center, Sweden.
Journal Cit-School Research Newsletter; n7 1981
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, *Educational Needs, English, Foreign Countries, Language Skills, Needs Assessment, *Oral Language, Program Development, *Program Effectiveness, Second Language Instruction, *Second Language Learning, *Speech Skills, Teaching Methods
Identifiers-*BISVUX Project (Sweden), Study Circles, Sweden

The BISVUX Project was designed to investigate the linguistic knowledge requirements of adults and to determine the best way of catering to those needs (especially the need to speak the language) in teaching and in studies. Because surveys of the perceived needs of participants in Swedish adult high school English courses, adult learning certificate programs, and study circles indicated that the ability to speak a foreign language is considered more important than any other aspect of language learning, the 79 experimental English language circles included in the BISVUX project focused on building oral communication skills. Included among the learning activites tested in the experimental circles were a variety of exercises centering on speech practice and oral tests given with the aid of interviews taken by a native teacher. Although the language circle participants became less afraid of speaking up than is usually the case in ordinary courses, some aspects of the predominantly oral approach did entail problems. Included among these were heavier demands on the self-discipline of students because of the increased amounts of homework necessary to replace class time traditionally spent on reading and writing and difficulties from the appreciable heterogeneity of the circles. (MN)

ED 211 698 CE 030 937

Morgan, Jim

Adult Education Information and Referral Hot-Line. Adult Education Special Project. Final Report, July 1980-June 1981.

Education Service Center Region 9, Wichita Falls, Tex.

Pub Date-Jul 81

Note-33p.; Some pages may not reproduce clearly due to small or faint print.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, *Adult Programs, *Hotlines (Public), Information Needs, *Information Services, Information Sources, *Referral

Identifiers-Texas

A toll-free adult education information and referral hotline provided information and referral services to approximately 1500 adults in Region IX in Texas from September 1980 to June 1981. Adult education co-ops and testing centers forwarded pertinent program information (class schedules, General Educational Development testing information) to the hot-line for cataloging in a master file. That information was then available to callers from two hot-line operators Monday-Friday, 8:30 a.m. to 9 p.m. Problems included class schedules reflecting incorrect information, difficulty in getting updated information on classes and documentation on referrals, and lack of information dissemination to teachers. Resulting from the project was the recommendation for a central WATTS location for the entire state. To expand upond the narrative, these data are provided: Hotlines calls chart, publicity chart, and project data chart reflecting calls by information requested. Observations accompany each chart. Objectives are then presented, activities to fulfill them are discussed, and evaluation is made regarding whether the objectives were met. The report concludes with evaluations of the hot-line from 12 co-op directors. (YLB)

ED 211 716 CE 030 974

Automotive Mechanics Curriculum Outline for Secondary Schools. Vocational Education Curriculum Guide.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Spons Agency-Department of Education, Washington, D.C.
Report No.-Bull-1637
Pub Date-1 Aug 81
Note-25p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Articulation (Education), *Auto Mechanics, *Course Descriptions, Curriculum, Educational Resources, Secondary Education, State Curriculum Guides, Textbooks, *Vocational Education
Identifiers-Louisiana

This curriculum outline for secondary automotive mechanics is structured around Louisiana's Vocational-Technical Automotive Mechanics Curriculum. The curriculum is composed of 16 units of instruction, covering the following topics: benchwork, fundamentals of automotive engines, preventive maintenance, automotive brakes, steering and front suspension, drive train and rear suspension, manual transmissions, automatic transmissions, fuel systems, accessories, complete automotive service, welding, and mathematics. The outline lists the instructional units to be taught for each year of a four-year secondary automotive mechanics program for either two-hour block or three-hour block courses. The curriculum outline also describes the curriculum and lists related study assignments and job sheets that are to be used with each unit. In addition, a list of required texts and resource materials is included. The curriculum outline was prepared to provide continuity between the secondary automotive mechanics program and automotive mechanics programs on the postsecondary levels. (KC)

ED 211 733 CE 031 008

Arnstein, George

The Vocational Education Study: Report on Veterans Education. The Veterans Administration as Sponsor of Occupational Education.

Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.
Pub Date-20 Jul 81
Note-44p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Organization, *Agency Role, Attendance, Definitions, Dependents, *Educational Administration, Educational Change, Educational Finance, Educational History, Educational Trends, Enrollment, Federal Aid, Federal Legislation, Financial Support, Higher Education, Postsecondary Education, *Program Administration, Program Costs, Program Descriptions, Program Effectiveness, Two Year Colleges, *Veterans Education, *Vocational Education, Vocational Rehabilitation
Identifiers-G I Bill, *Veterans Administration, Veterans Educational Assistance Program, Vocational Education Study

In order to determine the impact of the Veterans Administration (VA) on occupational education, this report examines the VA training programs and the changes that have occurred in them over the years in the larger context of changes in American education. Presented first are brief descriptions of and detailed 1967-1980 enrollment figures for the four training programs administered by the VA (G I Bill, the program for survivors and dependents of veterans, vocational rehabilitation, and the Post-Vietnam era Veterans Educational Assistance Program). Major differences among the three versions of the G I Bill are outlined. Examined next are the following major changes in the VA program structure that make it impossible to fully ascertain the extent of VA support of occupational education: (1) the existence of different enrollment and attendance requirements for college and vocational school students, (2) trends in classifying community colleges into the categories of higher learning or below college level institutions, and (3) the incompleteness of the data base for occupational education. Finally, descriptions are provided of the major available sources of data pertaining to VA administration of occupational education. (MN)

ED 211 750 CE 031 034

Shapiro, Norma

Getting Down to Business: Tree Service, Module 3. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-96p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100H1, $[illegible]00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Money Management, Ornamental Horticulture, Recordkeeping, Salesmanship, Secondary Education, *Service Occupations, *Trees

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a tree service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit activity. Units (and subject matter) in this module are: planning your business (what does a tree service do; who will be your customers; is there room for you; skills; experience; personal qualities); choosing a location (convenience; contacts; chances of success; office rental); getting money to start (business description; statement of financial need); being in charge (hiring people; job description; training new people; decision making); organizing the work (keeping appointments; estimates; work order form; work schedules); setting prices (the break-even point; competitive pricing); advertising and selling (types of ads); keeping financial records (billing; daily cash sheet); and keeping your business successful (profit/loss statement; net profit; profit ratio; how to increase profits). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 785 CE 031 069

Shapiro, Norma

Getting Down to Business: Software Design Company, Module 20. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-29p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100M2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, *Computer Programs, Financial Support, Information Sources, Learning Activities, Learning Modules, *Material Development, Money Management, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the twentieth in a set of 36 teacher guides to the Entrepreneurial Training modules and accompanies CE 031 068. The purpose of this module is to give students some idea of what it is like to own and operate a software design company. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Software Design Company; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 917 CG 015 710

Stringer-Moore, Donna M.

Uses of Assertiveness Training for Women in Midlife Crises.

Pub Date-26 Aug 81
Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Development, Anxiety, *Assertiveness, Cognitive Development, *Counseling Techniques, *Depression (Psychology), *Females, Middle Aged Adults, *Midlife Transitions, Self Concept, State of the Art Reviews

Midlife crises require different behavioral responses for women who have made decisions about marriage, motherhood, and career. For women experiencing midlife crises, assertiveness training has the potential to resolve conflicts. Assertiveness training (AT) consists of three components, i.e., skills training, anxiety reduction, and cognitive restructuring. The three major settings in which assertiveness training can occur include therapy, training, and self-help. Assertiveness training can help women deal with such problems as compassion traps, depression, new responsibilities, dating, job-related conflicts, and self-esteem. For each problem, the AT component receiving most stress by the therapist and the order in which the components are introduced should be determined by the nature of the problem and the life history of the individual. (RC)

ED 211 939 CS 006 446

Tractenberg, Paul

Who is Accountable for Pupil Illiteracy? Literacy: Meeting the Challenge.

Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date-80

Note-19p.; Paper presented at the National Right to Read Conference (Washington, DC, May 27-29, 1978). For related documents see ED 190 997 and CS 006 442-449.

Available from-Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability, *Accountability, *Court Role, *Educational Legislation, *Educational Responsibility, Government Role, *Literacy, Minimum Competencies, *Reading Instruction, School Role, Student Development, Student Improvement, Teacher Role

The fifth of eight related documents, this booklet is part of a series of papers presented at the 1978 National Right to Read Conference examining issues and problems in literacy. In examining the issue of student accountability, this booklet first sets forth the prototypical case of pupil illiteracy and surveys the arguments that can be made for holding each of four primary agents accountable: individual school professionals, the educational system as a whole, the student, and the parents. It then sets forth two primary modes of accountability to which the agents might be subject, the legal theories that might buttress each, and the probabilities that the courts will in fact impose them. It concludes by predicting that accountability for pupil illiteracy is more likely to be established by statutory and regulatory measures than by judicial intervention and that the goal of literacy will be better served if the courts facilitate, rather than impose, educational reform. (HTH)

ED 212 023 CS 503 744

Goodman, Gary S. Honeyman-Goodman, Deanne

Reach Out and Sell'' Someone: The View of Sales Managers Toward Tele-Marketing.

Pub Date-Nov 81

Note-18p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrators, Advertising, *Communication Research, Marketing, *Merchandising, Organizational Communication, *Telephone Communications Systems

A survey was conducted of 51 company sales managers in the Los Angeles, California, area to determine their opinion of the importance of the telephone as a sales instrument. The managers were asked a series of questions concerning their responsibilities and their attitudes toward selling by telephone. Results revealed that the managers (1) supervised approximately 17 salespersons, who spent an average of 16% of their time writing letters, 47% making personal presentations, and 34% making telephone contacts; (2) thought that of these three sales approaches, personal contact was the most effective, followed by telephone use; (3) thought that the telephone sales approach was the most cost effective of the three; (4) had a positive attitude toward selling by telephone; and (5) believed that their salespersons also had positive attitudes toward telephone use. (FL)

ED 212 149 FL 012 755

Stansfield, Charles

The Assessment of Language Proficiency in Bilingual Children: An Analysis of Theories and Instrumentation.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-16p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Opinion Papers (120) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Applied Linguistics, Bilingual Education, Bilingualism, Communicative Competence (Languages), Elementary Secondary Education, *Language Dominance, *Language Proficiency, Linguistic Theory, Sociolinguistics, Student Placement, *Test Construction, *Testing

The three parts of a theory used in the design of a language proficiency test linguistic components, communicative skills, and the sociolinguistic domain are described in relation to language proficiency and testing models. In line with this discussion, a review of test formats is made with some assessment of the advantages and disadvantages of each one. Finally, a brief overview is provided of several instruments that have been developed to test language proficiency and dominance. In conclusion, test development from a combination of the three theories outlined at the beginning of the study is advocated. (AMH)

ED 211 768 CE 031 052

Rassen, Rachel L.
Getting Down to Business: Business and Personal Service, Module 12.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Apr 81

Contract-300-79-0535
Note-89p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100V1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Service Occupations
Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a business and personal service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (what is a service business; who are your customers; competition; repeat customers); choosing a location (finding the right spot); getting money to start (business plan; starting expenses); being in charge (going it alone; hiring staff; training employees; employer-employee relationship; communication); setting prices (break-even point; things that make prices go up and down); advertising and selling (advertising methods; qualities of a good ad); keeping financial records (collecting the money; credit; daily cash sheet); buying and keeping track of supplies (inventory; suppliers; purchase orders; inventory control; work orders; work schedules); and keeping your business successful (keeping track of profits; net profit; profit/expense ratios; how to raise profits). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 803 CE 031 087

Colby, Pamela G.

Getting Down to Business: Energy Specialist Service, Module 29. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-28p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100FF2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, *Energy Conservation, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Service Occupations, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the twenty-ninth in a set of 36 teacher guides to the Entrepreneurship Training modules and accompanies CE 031 086. The purpose of the module is to give students some idea of what it is to like to own and operate an energy specialist service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and recponses to the quiz. The units are Planning an Energy Specialist Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 838 CE 031 185

Gentner, Donald R.

Evidence Against a Central Control Model of Timing in Typing.

California Univ., La Jolla. Center for Human Information Processing.

Spons Agency-Air Force Office of Scientific Research, Arlington, Va.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-CHIP-108; ONR-8107

Pub Date-Dec 81

Contract-N00014-79-C-0323NR-157-437

Note-32p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Business Education, *Models, Office Occupations Education, *Psychomotor Skills, *Typewriting

Identifiers-*Central Control Model (Typing), *Keystroke Timing (Typing), Terzulo (C A), Viviani (P)

The evidence for the Terzuolo and Viviani central control model of timing in typing was questioned, using data collected from skilled typists and data published by Terzuolo and Viviani. (In this model keystroke times are generated in parallel from centrally stored, word-specific timing patterns. Differences in overall time to type a given word are attributed to multiplicative rate parameter, constant for a given typing of the word, but varying from one typing to another.) The three major lines of evidence cited in the model were researched: keystroke times expand or contract proportionally when words are typed slower or faster, the variances of keystroke times do not increase for successive letters in a word; and the times to type a given digraph exhibit work-specific differences. Investigation methods included two studies involving professional typists who transcribed normal prose and simulation of keystroke times. Analysis showed that keystroke times do not expand proportionally, the apparent constancy of variance is an artifact of the method that Terzuolo and Viviani used to transform the keystroke times, and effects of surrounding character context are sufficient to explain differences in digraph latencies and these effects cross work boundaries, showing they are not word-specific. (YLB)

ED 211 897 CG 015 690

Horowitz, Leonard M.

The Prototype as a Conceptual Device for Describing Loneliness.

Pub Date-Aug 81

Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - General (140) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Alienation, Depression (Psychology), Individual Characteristics, *Interpersonal Competence, *Interpersonal Relationship, *Loneliness, Paranoid Behavior, Personality Traits, *Psychological Patterns, Skills, *Social Isolation, *Socialization

Identifiers-*Prototypes

A prototype is a theoretical standard against which real people can be evaluated. To derive a prototype of a lonely person, 40 students were asked to describe a lonely person whom they knew. All descriptions were studied by judges who formed a final listing and frequency of all identified features. The 18 features which formed the prototype fell into three categories: feelings of isolation, actions resulting in isolation, and paranoid feelings. The UCLA Loneliness Scale was administered to college students who were then identified as lonely or non-lonely. Previous research on interpersonal problems reported by persons seeking psychotherapy provided a list of problems which subjects card-sorted as familiar or unfamiliar problems. The socializing cluster of problems differentiated between lonely and non-lonely persons. The lonely person prototype also indicated that lonely persons lacked the social skills necessary for making friends. Questionnaire responses of lonely and non-lonely subjects revealed that lonely subjects explained interpersonal failure by a lack of ability. Lonely subjects also scored poorly on a test of interpersonal competence. The findings suggest that lonely persons' self-evaluations of their poor social skills are accurate. (Author/NRB)

ED 211 960 CS 006 469

Welle, Dorothy W. Farber, Frances D.

Making the Unreadable Readable: From Legalese'' to Plain Language.

Pub Date-Oct 81

Note-10p.; Paper presented at the Annual Meeting of the College Reading Association (Louisville, KY, October 29-31, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Consumer Protection, Language Styles, *Readability, *Reading Comprehension, Standards

Identifiers-*Legal Vocabulary, *Revision (Written Composition)

The regulations that emerge from governmental departments have been framed in legal language by lawyers to withstand onslaught in case by case determinations. From a judicial context, lawyers may rightfully contend that the concepts of the law are bound up in legal terms, and therefore the technical language of the profession should remain unchanged. The consumer movement, however, wants readable and easily understood legal documents. The problem is that there is no yardstick against which to measure revised legal documents. A number of options have been suggested, but they, too, are not without problems. Readability formulas provide no measure of the number of abstract words used, the technical vocabulary used, and transformation complexity any of which might increase the reading difficulty of the document. While a panel of experts might possibly agree on objective measures, the expense of convening such a panel would be prohibitive. General guidelines might permit a flexible approach, but are not very helpful to those who are embroiled in rewriting documents. And, while explicit guidelines would be very helpful, current research in document design reveals the difficulty of formulating such precise guidelines. The best option appears to be the pilot testing of a document on a sample of consumers, although the cost would make this approach impractical. (HOD)

ED 211 981 CS 206 700

Witte, Stephen P. And Others

The Empirical Development of an Instrument for Reporting Course and Teacher Effectiveness in College Writing Classes. Technical Report Number 3.

Texas Univ., Austin.

Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.

Pub Date-31 Aug 81

Grant-G008005896

Note-54p.; Not available in paper copy due to marginal legibility of original document. Prepared through the Writing Program Assessment Project.

Pub Type- Tests/Questionnaires (160) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Course Evaluation, Evaluation Methods, Higher Education, *Measures (Individuals), Questionnaires, Rating Scales, *Student Evaluation of Teacher Performance, *Teacher Effectiveness, *Test Construction, *Writing Evaluation, Writing Instruction

Identifiers-Writing Program Assessment Project

As part of a three-year project that approached writing program evaluation through writing itself, the teaching of writing, and the goals of the writing programs, this report describes the development of an instrument for reporting course and teacher effectiveness in college writing classes. The report describes the instrument, which was developed to help provide teachers with adequate information about the students' perceptions of their writing courses and their teaching and to provide an easily scored, reliable, and valid evaluation form for eliciting students' judgments about specific aspects of writing courses and the teaching of writing. Sections in the report discuss (1) the effectiveness of student rating scales; (2) the stages of development for the evaluation instrument item collection and generation, testing of the preliminary instrument, testing and revising the second version of the instrument, and testing the revised version; (3) analysis of the two forms of the teacher and course effectiveness questionnaire, including a description of the sample population and results of the factor analysis; (4) canonical correlations between the two parts of the teacher and course effectiveness questionnaire; and (5) the scoring, uses, and limitations of the instrument. Appendixes include both the long and the short forms of the instrument for evaluating course and teacher effectiveness. (HOD)

ED 212 002 CS 503 704

Hershman, Phyllis S. And Others

Recognition of Status Norms among the Non-Compliant Elderly: A Communication Course for Nurses.

Pub Date-Nov 81

Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Standards, Communication Problems, *Communication Skills, *Inservice Education, Interaction, Interpersonal Relationship, Nurses, *Nursing, Older Adults, *Patient Education, Program Content, Program Descriptions, *Sensitivity Training

One important role performed by the hospital nurse is that of health teacher to elderly patients. Often nurses teach elderly patients the techniques of self-injection, how to monitor their dietary regimens, specialized hygiene techniques, and how to detect the physiological changes they may expect as a chronic disease advances. From the nurse's perspective, the efficacy of the teaching role may be hampered by elderly patients who ignore careful instructions, quiz the nurse about irrelevant matters, or shower the nurse with verbal or physical abuse. One cause of ineffective teaching interactions may be the nurse's inability to recognize the patient's salient norms, which include preferential treatment, empathy, acceptance of their lay'' assessment, and avoidance of derogatory labels. Communication specialists could meet the needs of the teaching nurse by offering a ten-session communication course for the systematic assessment of the salient norms the elderly patient might bring to the hospital. The sessions would focus on (1) a definition of norms, (2) verbatim techniques for gathering data, (3) the preparation for video taping data of norm violations, (4) reporting on the video tape sessions, (5) conducting a verbatim assignment, (6) preparing a norm profile, (7) practice with a surrogate patient, and (8) a final report on the encounters. (A sample verbatim practice is appended.) (HOD)

ED 212 064 EA 014 338

Moody, Lamar Blackbourn, Joe M.

A Comparison between the Peer Leadership Ratings of Administrators at the Time They Took an Educational Leadership Course and Their Current Leadership Ratings by Teachers Who Work with Them: A Preliminary Report.

Pub Date-81

Note-7p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, Administrator Evaluation, *Administrators, Behavior Change, Change Strategies, Comparative Analysis, Correlation, Group Dynamics, Higher Education, *Leadership Qualities, *Leadership Training, *Peer Evaluation, Teacher Administrator Relationship

Identifiers-*Group Interaction Scale

Group Interaction Scale (GIS) peer ratings were obtained on all students enrolled in an educational leadership class between July of 1976 and August of 1980. The GIS was also administered to a random sample of ten teachers who work with twenty-nine of the administrators who had taken the leadership class. Computation of a zero-order correlation coefficient obtained a significant positive relationship between the two sets of scores on five of the ten items on the GIS. The implications for this are that, since certain behavioral characteristics displayed in a leadership class are stable, the challenge to administrator preparation programs is to design remedial measures to assist prospective administrators in changing low-rated behavior patterns before assuming an administrative position. (Author/MLF)

International Statements on Disability Policy.
Rehabilitation International, New York, N.Y.
Pub Date-Jul 81
Note-132p.; Publication of this volume has been assisted by a grant from the office of the Permanent Representative of the Socialist People's Libyan Arab Jamahiriya to the United Nations.
Available from-Rehabilitation International, 432 Park Ave. South, New York, NY 10016 ($8.00).
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Civil Rights, *Disabilities, Government (Administrative Body), *International Organizations, Organizations (Groups), *Position Papers, Prevention, *Public Policy, Rehabilitation
Identifiers-*United Nations

The document brings together key policy documents related to disability proposed by the bodies of the United Nations system and of major nongovernmental organizations. Statements from nine United Nations agencies are presented: General Assembly; Economic and Social Council; Development Programme; World Conference of Decade for Women; Economic and Social Commission for Asia and the Pacific; Economic Commission for Africa; Economic Commission for Latin America; the UN Economic, Scientific, and Cultural Organization; and the UN Children's Fund. Also represented are the following organizations: International Labour Organization, World Health Organization, International Social Security Association, Council of Europe, Organization of African Unity, Heads of State or Government of the Non-Aligned Countries, Council of World Health Organizations Interested in the Handicapped, Rehabilitation International, Council for the Welfare of the Blind, and World Federation of the Deaf. Statements address such topics as disability prevention, rehabilitation, resolutions for the International Year of Disabled Persons, special education, mental retardation, employment, and the rights of disabled persons. (CL)

ED 212 129 FL 012 337

Pierson, Herbert D. And Others

An Analysis of the Relationship between Language Attitudes and English Attainment of Secondary Students in Hong Kong. Occasional Paper No. 91.

Chinese Univ. of Hong Kong, Kowloon.

Pub Date-May 80

Note-45p.; Prepared through the Social Research Centre.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Adolescents, Attitude Measures, Cantonese, Correlation, Educational Research, *English (Second Language), Foreign Countries, Grade 10, *Language Attitudes, Secondary Education, Self Concept

Identifiers-Chinese People, Hong Kong

This study analyzes the relationship between English language attainment and attitudes toward English among Cantonese-speaking secondary school students in Hong Kong. The subjects were 10th grade students from both English- and Chinese-medium schools. Attitudes toward English were measured directly by means of a series of statements concerning the study and use of English, to whicn subjects were asked to respond on five-point scales. Attitudes were measured indirectly with a scale of stereotypes modeled on the work of Spolsky. English attainment was assessed by a cloze procedure as suggested by Oller. Results of factor analysis of the direct attitude questions regarding English show that several of these factors are significantly related to English attainment. In some cases, however, the correlations were contrary to expected directions. In general, the statistical results of the study indicate that a direct measure of attitude was a better predictor of English attainment than an indirect measure. The indirect measures obtained by asking subjects to rate themselves, themselves as they would like to be, Chinese people, and westerners, produced some significant results, but were not as strong indicators of language attainment as the results obtained from the direct measures. (Author)

ED 211 717 CE 030 980

Oregon Secondary Vocational Education Effectiveness Model. Education and Work Program. Project Report.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.
Pub Date-Dec 81
Contract-38-334-363
Note-101p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Educational Assessment, Evaluation Criteria, *Evaluation Methods, Guidelines, *Models, Program Effectiveness, *Program Evaluation, *Research Methodology, School Surveys, Secondary Education, *Vocational Education
Identifiers-Oregon

This publication contains a model which is a framework for evaluation of secondary vocational education effectiveness at the school, district, regional, and state level in Oregon. The model can also be used to obtain information on the characteristics of students enrolled in vocational education and of those who choose not to take vocational education. The document is organized in five sections, plus appendixes. Section 1, the introduction, contains a description of some major obstacles faced in evaluating vocational education; purposes for the model; discussion of the key concepts of vocational education, evaluation, and effectiveness; and assumptions underlying the model. Section 2 presents a conceptual framework for viewing vocational education evaluation, while section 3 discusses some of the key elements of evaluation already in place or available in some districts. Section 4 describes the evaluation instruments developed by this project; in Section 5, some ways that the model can be used are suggested. A brief description of the total project is found in appendix A, while the remainder of the appendixes consist of student survey instruments for vocational education evaluation. (KC)

ED 211 821 CE 031 113

Lerman, Roslyn B.

Considerations for the Development of a Broad-Based, High School Business Curriculum for College-Bound Students.

Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-May 81

Note-63p.

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advanced Placement Programs, *Articulation (Education), *Business Administration Education, *Business Education, Business Skills, Career Awareness, Career Education, College Bound Students, Consumer Economics, *Curriculum Development, Curriculum Enrichment, Curriculum Evaluation, Higher Education, High School Students, Integrated Curriculum, Majors (Students), *Program Implementation, *Program Improvement, Secondary Education, Transfer of Training, Vocational Education

Research was conducted to determine the articulation between high school and college business programs in order to recommend approaches to and elements of a broad-based high school program for the college-bound business major that will (1) provide for advanced placement/college credit; (2) offer enrichment and transferable skills; (3) promote career awareness and career education; and (4) teach survival skills. Interviews were conducted with a total of 38 persons, consisting of college business department chairpersons, admissions personnel, and administrators; and high school business department chairpersons and guidance department personnel. Results of the survey indicated that many secondary schools are in the process of making changes to improve the quality of business programs for potential college-bound business majors, as well as other students. On the other hand, some schools have not upgraded or expanded their basic business programs to any extent. Business educators and business programs appear to be separated from the mainstream in some high schools, with communications and interactions sporadic and unproductive. It was recommended that secondary business departments think of interdisciplinary approaches in order to integrate themselves within the school and to provide applications for the principles taught in such courses as English, mathematics, social studies, and so on. Specific recommendations for each of the four areas mentioned above are provided in the report. (KC)

ED 211 856 CE 031 285

Greenwood, Katy Jeffries, Louis

The Role of Vocational Education in Economic Development.

Texas A and M Univ., College Station. Texas Engineering Experiment Station.

Spons Agency-Texas State Dept. of Community Affairs, Austin.

Pub Date-Jul 81

Note-124p.; For related documents see CE 031 283-288.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Education, Case Studies, Comparative Analysis, *Economic Development, Economic Factors, Educational Planning, *Education Work Relationship, Employment Programs, Federal Legislation, Federal Programs, Financial Support, Job Training, Labor Force Development, Linking Agents, Program Descriptions, Program Development, Program Evaluation, *School Role, *State Programs, Unions, *Vocational Education, Youth Programs

Identifiers-Comprehensive Employment and Training Act, *Education for Work Linkage Project, Private Sector, Texas

Intended to provide basic information to policymakers and education-for-work planners, this report addresses both past history and possible directions for linking job training to economic development. In a discussion of the nature of economic development both international issues and economic development in the United States are covered. Discussed next are seven employment and training programs of the 1960s and 1970s. Various programs to facilitate economic development are examined, including financial resources for economic development, job training, Department of Labor incentives, youth incentives, private sector initiative programs, comparing manpower programs and vocational education, and Department of Commerce incentives. Following a discussion of linking economic development with job training, suggestions are made for improving the economic development/job training relationship. Explained next are education-for-work program evaluation and measurement techniques. In an investigation of barriers to job training and economic development the following are discussed: the Comprehensive Employment and Training Act (CETA), labor unions, adult education, government procurements, and lack of resources. Presented next are highlights of Economic Development Administration (EDA), approved projects in Texas, other EDA activities, and case studies of economic development districts in Texas. (Related Education for Work Linkage Project reports are available separately see note.) (MN)

ED 211 876   CG 015 668

Miller, Lillian A. Alexander, Stephen F.
Substance Use and Older Persons.
Pub Date-81
Note-105p.
Available from-Northwestern Community Services, P.O. Box 632,
Winchester, VA 22601 ($10.50).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, *Alcohol Education, Community Education, Community Organizations, Drug Abuse, Drug Education, *Drug Use, *Inservice Education, Instructional Materials, *Older Adults, *Service Workers, Staff Development

This guide contains materials developed for senior adults and service providers concerned with substance abuse by the elderly. A module, Substance Use and Older Persons,'' is presented in a session-by-session outline of the three one-hour programs. The agenda for the first two sessions focuses on prescription and over-the-counter drugs, while the agenda for the third session concentrates on alcohol education. Use of the module as both an inservice training program for senior center staff members and as an educational program for senior center participants is described. Training session handouts and center presentation handouts are provided along with evaluation forms. Followup materials are provided, including: (1) a three-part article to be used as a handout for participants; (2) center presentation handouts; and (3) a brochure, Be Responsible for Your Own Health.'' A one and one-half hour component condensed from the three-hour module for use in senior clubs and other community or civic organizations is outlined. Additionally, a four-hour alcohol awareness module for delivery to residents and staff in a adult home is presented. (NRB)

ED 212 024 CS 503 746

Jassem, Harvey Glasser, Theodore L.

Children, Indecancy, and the Perils of Broadcasting: The Case of Scared Straight.''

Pub Date-80
Note-22p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Broadcast Industry, Case Studies, Censorship, Children, *Civil Rights, *Court Litigation, Freedom of Speech, Government Role, *Language Usage, Mass Media, Media Research, *Programing (Broadcast), Standards, *Television Viewing
Identifiers-*FCC v Pacifica Foundation, *Federal Communications Commission

This paper argues that the United States Supreme Court's 1978 FCC v. Pacifica Foundation'' decision, in which the Court held that broadcasters must refrain from transmitting unseemly language at a time of day when children are most likely to be in the audience, has created a perilous dilemma for broadcasters: how to accommodate a child's right not to know without violating the adult's right to know. To capture the gravity of this dilemma, the paper focuses on a television documentary, Scared Straight,'' that liberally used profanity, and contends that there is no principled way to distinguish between the language that resulted in the Pacifica'' decision and that used in the television documentary unless the Federal Communications Commission (FCC) uses content criteria. The paper presents a brief history of the events leading to the Pacifica'' decision and then examines the FCC's interpretation of this decision. It then focuses on Scared Straight,'' emphasizing the FCC's reasons for not finding the program's language indecent. In conclusion, the paper speculates on the implications of Pacifica'' for both broadcasters and the FCC. (FL)

ED 212 044 EA 014 317

Turner, Colin M.

Inter-personal Skills in Further Education. A Collection of Papers for In Service Development.

Further Education Staff Coll., Blagdon (England).

Report No.-ISBN-0-950-2574-3-5

Pub Date-Apr 78

Note-142p.; **Appendix B of Paper No. 4 may reproduce poorly due to small** print in original document.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, Counseling Techniques, Foreign Countries, Group Dynamics, Inservice Education, *Interpersonal Competence, Interviews, Nonverbal Communication, Postsecondary Education, *Skill Development, Social Development, *Staff Development, Teamwork

Identifiers-England, *Transactional Analysis

Nine papers aim to help staff members in England's colleges of further (or adult) education to improve their interpersonal skills. The first paper outlines basic social interaction skills. The second paper covers current methods of analyzing group interaction, including observation of role behavior and of interaction flow and frequency. The third paper lists group functions within organizations, such as maintenance of membership, decision-making, and task performance. Methods and objectives of team building are examined in the fourth paper. The fifth paper recommends transactional analysis (TA) as the best way to understand social and personal interaction and discusses TA's basic concepts, including ego states, interpersonal transactions, scripts, and games. Nonverbal communication is the subject of the sixth paper while the seventh looks at various types of counseling interviews. The eighth paper summarizes other approaches to interpersonal skill development, such as management training and sensitivity training. The concluding paper suggests ways to continue learning interpersonal skills. Lists of organizations' addresses and of books for further reading are attached. (Author/RW)

ED 212 150 FL 012 756

Quezada, Rosa

Language Dominance Testing in the United States: A Review of Technological Advances since the 1940s.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-16p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Opinion Papers (120) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Bilingual Education, Communicative Competence (Languages), Elementary Education, *Language Dominance, *Language Tests, Language Usage, Sociolinguistics, *Testing

The issue of language dominance testing is explored with special attention to: (1) a history of language testing in the United States from 1943 to 1974, (2) methods presently utilized for the determination of language dominance, (3) problems encountered in language dominance testing, and (4) some specific research that has been carried out related to this issue. In determining language dominance, it is generally recognized that three domains have to be considered communication skills, linguistic structures, and social domains. While no single best way has been discovered to test these domains, the home interview is used, as well as direct techniques such as story telling, question-answer methods, and language repetition and completion. Problems arising in language dominance testing have to do with inadequate attention to appropriate test standards, the need to measure all facets of language dominance, and even the possibility of measuring language dominance testing are reviewed, and some suggestions for more viable alternatives to existing measures are given. (AMH)

ED 212 170 FL 012 776

Proceedings of the National Conference on Professional Priorities. American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date- 81

Note-17p.; Papers presented at the ACTFL National Conference on Professional Priorities (Boston, MA, November 1980).

Available from-Not available separately. For availability, see FL 012 772.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Classroom Research, Elementary Secondary Education, Higher Education, Learning Processes, *Needs Assessment, *Research Design, Second Language Instruction, *Second Language Learning, Student Teacher Relationship, Teaching Methods

The following papers on research in foreign language are presented: (1) Research and Design,'' by Thomas C. Cooper; (2) Action Research versus Needed Research for the 1980s,'' by Gilbert A. Jarvis; and (3) Second Language Acquisition Research: Needs and Priorities,'' by Stephen D. Krashen. The first paper discusses three research procedures (experimental, ethnographic and problem-solving) that might be followed to gain knowledge for improving foreign language teaching. The second article reviews various types of action research and calls for alternative ways of describing and analyzing classroom behavior and the teaching-learning process. The third paper discusses both theoretical and applied research with respect to second language learning. The concluding priorities statement is a concrete and comprehensive statement of the issues and priorities facing the profession and includes recommendations regarding the directions in which solutions are to be sought. (AMH)

ED 212 188 HE 014 615

Pillinger, Barbara Baxter Kraack, Thomas A.

Long Range Planning in Student Affairs.

Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date-1 Sep 80
Note-22p.
Available from-University of Minnesota, Office of Student Affairs, Minneapolis, MN 55414.
Journal Cit-OSA Research Bulletin; v21 n3 Sep 1980
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization, College Environment, *College Planning, Decision Making, Higher Education, Information Needs, *Long Range Planning, Management Information Systems, Models, *Organizational Objectives, Program Development, Student College Relationship, *Student Needs, *Student Personnel Services

The concept and implementation of long-range planning for student affairs is considered, and a simple model for planning that could be useful to chief student personnel officers is presented. Several issues are considered in this process: the conditions and premises crucial to planning, a systematic approach to planning, the locus of the planning activity, some alternative decision-making models and a practical guide for planning. Long-range planning in the present analysis refers to planning for a time span of approximately one to five years. It is suggested that today planning occurs in a declining or steady state world, not in a growth environment, and this reality produces a fundamental change in the planning stance. The content of planning efforts should entail ascertaining and identifying inputs into the planning process and identifying appropriate response to plans. The input for student affairs areas includes a variety of student-centered data, including enrollment trends, the nature of student interests, and housing preferences. The input also would include information on institutional mission and finances, facility uses and adequacy, and state and national educational and economic trends. The content of the planning response follows directly from these inputs: programmatic efforts, staffing questions, and facilities development. It is proposed that student affairs divisions must plan within the context of established university or college direction and goals. Additionally, the assumptions and values of the planners affect the planning process itself. The locus of responsibility for the following activities is identified: student personnel unit planning, interunit planning, and central office planning and management information development. (SW)

ED 211 918 CG 015 711

Flanagan, John C.

Some Characteristics of 70-Year-Old Workers.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Pub Date-Aug 81
Note-6p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Employment, *Individual Characteristics, *Job Satisfaction, Middle Aged Adults, *Older Adults, Physical Health, *Quality of Life, *Retirement, Sex Differences, Unemployment

Some research suggests the existence of differences in characteristics between older adults who are continuing to earn money through employment and those who have retired from gainful employment. Data on a national random sample of men and women (N 1000) between 68 and 73 years of age were examined to contrast the characteristics of employed and unemployed older adults. Subjects were interviewed about their education, marital history, employment history, and quality of life. Comparisons were made between the employed and retired groups in terms of 15 quality of life factors. Major differences were found between employed and unemployed older adults on such factors as education, type of work, present health, and marital status. The data indicate that overall quality of life for 70-year-old workers is similar to that of 70-year-old adults who are not working. (Author/RC)

ED 212 085 EA 014 362

The Meaning of Fairness'' in Student Disciplinary Procedures. A Legal Memorandum.

National Association of Secondary School Principals, Reston, Va.
Pub Date-Jan 82
Note-7p.
Available from-National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 ($.50; quantity discounts).
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Responsibility, Court Litigation, Disabilities, *Discipline Policy, *Due Process, Elementary Secondary Education, Hearings, *School Law, Suspension
Identifiers-*Fairness, Goss v Lopez

The basic requirements for fair school disciplinary proceedings were set down in the Supreme Court decision of Goss v. Lopez. The requirements are that students be given oral or written notice of both the nature of the rule (violation of which will result in punishment) and the nature of the specific violation and the intended punishment. In addition, the accused student must be given an opportunity to tell his side of the story'' to the person who proposes to mete out the punishment. If the student denies the charges, an explanation must be given of the evidence of the violation upon which the school authority is relying. If these basic principles of fairness and due process in the school context are understood and followed, there should be few legal challenges to school disciplinary procedures. (Author/MLF)

ED 211 664 CE 030 490

Planning, Management and Evaluation: Realizing PIC Potential. Private Industry Council Guide. Working Draft.
National Alliance of Business, Inc., Washington, D.C.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-Jun 81
Note-655p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF03/PC27 Plus Postage.
Descriptors-*Administration, Administrator Guides, Employment Programs, Evaluation Methods, Governing Boards, Guidelines, Job Training, *Management Systems, National Programs, *Planning, *Program Development, *Program Evaluation, Program Implementation
Identifiers-Comprehensive Employment and Training Act, *Private Industry Councils

This Planning, Management, and Evaluation (PME) guide was developed by the National Alliance of Business as part of its program of management assistance for Private Industry Councils (PICs). The guide is a tool which PICs can use to improve their capability to plan, manage, and evaluate the programs which they administer, and to establish locally defined business-oriented performance standards for TITLE VII programs. The guide contains five major sections. Section 1 discusses PIC PME in general and provides a self-assessment checklist which can be used to evaluate the present status of the PIC's PME approach, while section 2 provides a general orientation and introduction to the PME process. In section 3, the specific phases and steps in the process are detailed, and information and techniques which can be employed in applying the steps are explained. Sections 4 and 5 contain aids and records to be used in implementing and documenting the PME process in PICs. In addition, a glossary contains the definitions of concepts and terms which are central to the PME process, and an appendix cites additional material which can be referred to in order to facilitate the development and refinement of the PIC's PME system. (This guide and the planning, management, and evaluation process which it presents are being field tested this fiscal year with ten PICs. Based upon that field test, the process and the guide will be revised, refined, and then packaged in final form for national dissemination.) (KC)

ED 211 681 CE 030 906

Youth Unemployment. The Causes and Consequences.
Organisation for Economic Cooperation and Development, Paris (France).
Report No.-ISBN-92-64-12137-4
Pub Date-80
Note-133p.; Small print may be marginally legible.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006 ($8.00).
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents, Change Strategies, Demography, Economic Climate, *Economic Factors, Employment Level, *Employment Patterns, *Employment Projections, Foreign Countries, *Futures (of Society), Individual Characteristics, Individual Needs, Labor Force, Labor Turnover, Longitudinal Studies, Models, Occupational Aspiration, Program Descriptions, Promotion (Occupational), Salary Wage Differentials, Sociocultural Patterns, Trend Analysis, *Unemployment, Wages, *Youth Employment
Identifiers-Organisation for Economic Cooperation Development

This report examines the causes and consequences of youth unemployment in Organisation for Economic Cooperation and Development (OECD) member countries. Summarized first is the youth unemployment situation since the 1974/1975 recession. In a section on recent developments in youth labor markets a series of tables and graphs provide data on youth unemployment from 1955 to 1979 for most OECD member nations. Covered in a discussion of the medium-range outlook for youth unemployment are the following topics: an economic-demographic model of youth unemployment, youth unemployment projections for 1980-1981, the impact of demographic changes over the medium term, and labor force participation rates. A microeconomic analysis of youth labor markets is presented. Addressed in the analysis are high turnover rates among youth, the ``hard-core'' element in youth unemployment, and possibilities for generalizing findings to other OECD member countries. The role of relative wages, dead-end jobs, youth aspirations and the private and social costs of youth unemployment are explored. Appended to the report are a paper focusing on the advantages of using longitudinal data for analyzing youth labor markets and an inventory of measures to assist youth introduced by OECD member nations over the past three years. (MN)

ED 211 699 CE 030 939

Lydon, James

Training Project for Teachers of Adult ESL Students.

Trenton State Coll., N.J. Adult Education Resource Center.

Spons Agency-New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.

Pub Date-Aug 81

Note-54p.

Available from-Trenton State College, Adult Education Resource Center, Hillwood Lakes, CN 550, Trenton, NJ 08625 (no charge; available while supply lasts).

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Education, *Adult Programs, *English (Second Language), *Inservice Teacher Education, Non English Speaking, *Preservice Teacher Education, Program Evaluation, Teacher Improvement, Teacher Workshops, Teaching Methods

Identifiers-New Jersey

This coordinator's report and training manual are materials from a teacher training project for teachers of English to adult speakers of other languages in state-funded adult education programs in central New Jersey. The 14-page report is a personal narrative with no supporting documentation. It covers objectives, the project's educational (workshop and practicum) and evaluation (continuous self-evaluation and project evaluation) components, survey of participants to determine training workshop content, description of workshop and practicum, learning mediums used during the projects, problems, and participant comments. The training manual contains topics which project participants felt would be beneficial to teachers they would be serving as resources in upcoming training efforts. Topics are classified according to their appropriateness for preservice education, inservice education, or enrichment training for English as a Second Language (ESL) teachers. Implications for training are provided for each topic. Suggestions for preservice training include principles of teaching adults; content, procedure, and expectations; lesson planning; the four skill areas; and grammar. Under inservice training, these topics are offered: group work,

issues in error correction, and introduction to the structure of English Current ESL methodologies and their psychological bases and functions and notions are suggested as enrichment training topics. (YLB)

ED 211 734 CE 031 009

Nacson, Jacques Kelly, Ella Mizzell

Vocational Education: Meeting the Needs of Special Populations.

Nellum (A.L.) and Associates, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.

Pub Date-80

Contract-400-79-0012

Note-346p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-American Indians, Community Colleges, Community Organizations, Coordination, *Disabilities, *Disadvantaged, Educationally Disadvantaged, *Educational Needs, English (Second Language), Learning Disabilities, National Surveys, Postsecondary Education, *Program Administration, Program Descriptions, Program Development, *Program Effectiveness, Program Implementation, School Districts, Secondary Education, *Vocational Education, Womens Education

Identifiers-Limited English Speaking, *Special Needs Students, Vocational Education Study

A study was conducted to identify the vocational education needs of special populations and to describe the strategies used to meet the needs by public schools, community colleges, and community organizations. The case study method was used to collect data in 15 communities concerning the academically disadvantaged, the handicapped, the limited-English proficient, women, and Indians. Among the general findings are the following. (1) Local policy concerns are related to equity and quality of educational opportunities and greatest concern was with academic skills and proficiency requirements for graduation. (2) Definitions of special needs populations eligible for vocational education programs are the sole basis for defining their needs. (3) The planning process in general is of a short-term nature and lacks the coordination often evident at the community college level. (4) Planning activities at almost every location focuses exclusively on the academically disadvantaged and the handicapped. (5) Strategies used by local educational agencies are provided through their established student support system. (6) Rarely are there attempts to systematically assess the effects of various strategies and programs. (A more complete list of findings and descriptions are included. A special needs study concerning coordinating efforts is appended.) (BPB)

ED 211 751 CE 031 035

Shapiro, Norma
Getting Down to Business: Tree Service, Module 3. Teacher Guide. Entrepreneurship Training Components.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-26p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706. (Order No. ETC100H2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Ornamental Horticulture, Recordkeeping, Salesmanship, Secondary Education, *Service Occupations, Teaching Methods, *Trees
Identifiers-*Entrepreneurship, *Small Businesses

This is the third in a set of 36 teacher guides to the Entrepreneurial Training Modules and accompanies CE 031 034. The purpose of the module is to give students some idea of what it is like to own and operate a tree service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Tree Service; Choosing a Location, Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study, responses to individual activities, responses to discussion questions, and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

Shapiro, Norma
Getting Down to Business: Word Processing Service, Module 21. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-93p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100N1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Word Processing
Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a word processing service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (kinds of service; competition; skills; experience; personal qualities; legal requirements); choosing a location (locations to avoid); getting money to start (business description; statement of financial need); being in charge (job descriptions; hiring and training staff); organizing the work (work order forms; work schedules; reference library); setting prices (competition; things that affect prices); advertising and selling (things to consider; types of ads); keeping financial records (how to bill; daily cash sheet); and keeping your business successful (profit/loss statements; profit ratio; how to change the profit ratio). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 940 CS 006 447

Komoski, Kenneth

Publishers' Responsibilities in Meeting the Continuing Challenge of Literacy. Literacy: Meeting the Challenge.

Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date-80

Note-22p.; Paper presented at the National Right to Read Conference (Washington, DC, May 27-29, 1978). For related documents see ED 190 997 and CS 006 442-449.

Available from-Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Research, *Educational Responsibility, Evaluation Methods, *Instructional Materials, *Literacy, *Publishing Industry, *Reading Instruction, Reading Materials, Research Needs, Textbook Selection

The sixth of eight related documents, this booklet is part of a series of papers presented at the 1978 National Right to Read Conference examining issues and problems in literacy. In examining the publisher's role in facilitating literacy, this booklet distinguishes between responsiveness to the express desires of schools and responsibility for the welfare and development of learners, arguing that publishers of educational materials fail to fulfil their responsibility in meeting the challenge of literacy, largely because they assess their performance by the reactions of teachers whose inordinate dependency upon published materials obscures their judgment. After defining responsibility and the new challenge of literacy, the paper cites research to establish, first, the extent to which teachers depend upon published materials, and second, the discrepancy between their evaluation of materials and those elicited from learners. Arguing that the latter are in the best position to indicate the educational value of materials, it proposes that publishers have a responsibility to educate purchasers, to field test their formulas and the materials to implement them, and to collaborate on their experiences. The paper concludes by recommending modifications in a proposal that the publishing industry establish a university research center, including an extension of the center's functions. (HTH)

ED 212 065 EA 014 339

Baker, Ronald E. Ostertag, Bruce A.
A Look at Citizen Advisory Committees.
Pub Date- 81
Note-19p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees, Agency Role, Citizen Participation, *Citizens Councils, Classification, Elementary Secondary Education, Problems, School Districts, Schools

This overview of citizens advisory committees examines their history in public schools and school systems, different types of committees, their roles and functions, and the problems that accompany them. The history of advisory committees is covered from the 1940s on, with an emphasis on their expansion in the 1960s under the impetus of the civil rights movement and the War on Poverty. The types of advisory committees listed include permanent or temporary committees, districtwide or single-school groups, and citizen-initiated committees versus those mandated by school districts or governmental bodies. The authors note that advisory committees have fulfilled numerous functions; they have been assessment or review boards, have determined needs, and have provided services. Among the areas committees have covered, say the authors, are curriculum, facilities and resources, public relations, and career guidance. The committee problems mentioned here include uncertainty in goals or functions, apathy, nonrepresentativeness, factionalism, inadequate time, and faulty scheduling or communication.

The report also cites school administrators' problems with committees, including committees' costs and their tendency to be unwieldy and to exceed their authority. (Author/RW)

ED 212 130 FL 012 539

Witherell, Louise R., Ed. And Others

The Business Component: Practical Approaches for High School and University.

Pub Date-Apr 81

Note-18p.; Paper presented at the Central States Conference on the Teaching of Foreign Language (Omaha, NE, April 9-11, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business, *Business Education, Cultural Awareness, Curriculum Design, *French, Higher Education, High Schools, Instructional Materials, International Relations, International Studies, *Languages for Special Purposes, *Second Language Instruction, Second Language Programs, *Spanish, Teaching Methods

The three papers in this report address the need for the inclusion of a business component in the foreign language curriculum, discussing instructional materials, teaching methods, and course design for the different levels of instruction from elementary school through college. The introductory paper, The Business Component and FLS'' by Louise R. Witherell emphasizes three points: (1) the integration of the business component with the cultural component, (2) where to find the appropriate materials, and (3) how much of these materials should be taught at each level. The second paper, The Business Component: Emphasis on French'' by Brian J. Terro, argues that the training of career oriented, linguistically and culturally competent foreign language and business majors should be given the highest priority in our schools, citing inadequate foreign language preparation as one of the major reasons for the steady decline in America's percentage of total international trade. The third paper, The Business Component: Emphasis on Spanish'' by Raquel Kersten, focuses on the description of instructional materials, teaching methods, and classroom activities for different levels of language teaching. (MES)

ED 211 769 CE 031 053

Rassen, Rachel L.

Getting Down to Business: Business and Personal Service, Module 12. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-31p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100V2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Service Occupations, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the twelfth in a set of 36 teaching guides to the Entrepreneurship Training Modules and accompanies CE 031 052. Its purpose is to give students some idea of what it is like to own and operate a service business. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Business and Personal Service; Choosing a Location; Getting Money to Start; Being in Charge; Keeping Track of Supplies and Schedules; Setting Prices; Advertising and Selling; Keeping Financial Records; Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 804 CE 031 088

Gall, Joyce P.

Getting Down to Business: Hair Styling Shop, Module 30. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-91p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100NN1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, *Cosmetology, Financial Support, Learning Activities, Learning Modules, Money Management,

Recordkeeping, Salesmanship, Secondary Education

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a hair styling shop is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (services and hair care products; importance of personal qualities; competing successfully); choosing a location (what to consider); getting money to start (choosing a money source; statement of financial need; business description); being in charge (listing tasks; dividing the work; contracting for services; hiring strategy; training employees); organizing the work (work schedule; record of special services); setting prices (cost of supplies; operating expenses; profit; demand; competition); advertising and selling (how to spread the word; why advertise every month; how to sell); keeping financial records (the sales slip; daily cash sheet); and keeping your business successful (profit/loss statement; profit and expense ratios; keeping profits high; to grow or not to grow). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 839 CE 031 187

Essinger, Patrick J.
Steelworker 1 & C. Rate Training Manual and Nonresident Career Course. Revised Edition.
Naval Education and Training Program Development Center, Pensacola, Fla.
Report No.-NAVEDTRA-10654-E
Pub Date-81
Note-246p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Administration, Behavioral Objectives, Building Trades, Construction (Process), *Construction Management, *Correspondence Study, Independent Study, Job Skills, Learning Activities, Metal Industry, *Metal Working, *Military Training, Postsecondary Education, *Programed Instructional Materials, Quality Control, Recordkeeping, Self Evaluation (Individuals), Skilled Occupations, Supervisory Training
Identifiers-*Navy, *Steel Construction

This Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package that will enable Steelworkers First and Chief to help themselves fulfill the requirements of their rating. (These positions direct and coordinate efforts of individuals and crews in cutting, welding, placing and erecting rigid frame and other pre-engineered buildings, structures, and tanks; lay out, cut, bend, and place reinforcing steel; maintain records and reports on job progress and material estimates; and supervise and coordinate all tasks assigned to a unit.) Designed for individual study and not formal classroom instruction, the RTM provides subject matter that relates directly to the occupational standards of the Steelworker rating. Topics covered in the eight chapters of the RTM include administration; supervision; shop and construction site organization; construction inspections and quality control; advanced base planning, embarkation, and project turnover; planning, estimating, and scheduling; metals identification and testing; and company chief. An appendix contains an illustrated list of hand signals used in this occupation. The NRCC provides a way of satisfying the requirements for completing the RTM. Assignments in the NRCC include learning objectives and supporting items designed to lead the student through the RTM. (KC)

ED 211 898 CG 015 691

Levy, Sandra Beth

Nurturing and Individuation in Female/Female Therapy Relationships.

Pub Date-Aug 81

Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Counselor Client Relationship, Counselor Role, *Females, Feminism, Individual Development, *Parent Child Relationship, Psychiatry, *Psychotherapy, Self Concept, State of the Art Reviews, *Therapists

Identifiers-*Individuation; *Nurturance

As therapy relationships between female therapists and female clients become more prevalent, there is a need to address the attributes of these relationships. Psychoanalytic object relations theory and feminist theory can be used to arrive at a meaningful context for viewing the dimension of intimacy. Psychoanalytic literature on the mother/infant relationship and the therapist/client relationship suggests that issues around nurturing and individuation are integral to both intimate relating and psychotherapy. A review of feminist writings reveals particular ramifications of female/female intimacy, which has its roots in the early mother/daughter relationship. The dominant themes of nurturing and individuation in the mother/daughter relationship and in the development of the female identity can be expected to be reflected in therapy relationships between women. Therapeutic benefits can accrue when the therapy produces an overt recognition of this relational struggle between binding and bonding. A tension may exist between a female therapist and her female client which pivots around the actualization of nurturing and individuation in their relationship. An integration of psychoanalytic and feminist perspectives can help to illuminate some of the challenges women may face as they establish intimacies with each other in psychotherapy. (Author/NRB)

ED 211 961 CS 006 470

Veatch, Jeannette

Key Words and Other Ways to Teach Beginning Reading.

Pub Date-Jan 82

Note-8p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (49th, Claremont, CA, January 14-15, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, *Language Experience Approach, Learning Motivation, *Learning Readiness, *Learning Theories, Primary Education, Reading Aloud to Others, *Reading Instruction, *Teaching Methods, Vocabulary Development, Writing (Composition), Writing Readiness

Four elements are essential for efficient, effective, and rewarding teaching of beginning reading. The first is the use of children's key vocabulary. Children are asked, in a prescribed fashion, what their very best word is of the moment. The teacher prints it in a prescribed fashion and uses it to help children acquire one-to-one correspondence or knowledge of the alphabet and left to right directionality for penmanship, and to prevent reversals. The second element is the use of an experience chart in which the teacher encourages the children to talk about whatever is important to them on a given day. These experiences are then translated by the teacher and posted on the wall. The third element is the use of constant daily writing, including the incidence of invented spelling, and the fourth element is the use of trade or library books to read aloud. Each of these elements provides a clear prescription of how to proceed, not a prescription of learning content itself. (HOD)

ED 211 982 CS 206 701

Johannessen, Larry R. And Others

Designing and Sequencing Prewriting Activities.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-82

Contract-400-78-0026

Note-51p.; TRIP: Theory & Research into Practice.

Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 10843, $3.50 member, $4.00 non-member).

Pub Type- Information Analyses - ERIC Information Analysis Products

(071) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Class Activities, *Cognitive Processes, *Prewriting, Secondary Education, *Sequential Approach, *Writing Instruction, Writing Processes, *Writing Research

Intended for junior high and high school writing instructors, this booklet provides prewriting activities designed to help students master the thinking strategies essential to effective written communication. The first portion of the booklet discusses theory and research on the role of thinking strategies in writing and gives an overview of the strategies implicit in the activities of the next section. The second part of the booklet provides a sequence of 17 activities, each with purpose and procedures outlined, designed to develop a particular thinking skill. Skills include classifying, differentiating, observing details, and peer evaluation. (HTH)

ED 212 003 CS 503 705

Pearson, Judy C. Nelson, Paul E.

The Influence of Teacher and Student Gender on Grading in the Basic Public Speaking and Interpersonal Communication Courses.

Pub Date-Nov 81

Note-23p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, College Students, Communication Research, *Educational Research, Females, *Grades (Scholastic), *Grading, Higher Education, Males, Public Speaking, *Sex Differences, Speech Communication, *Speech Curriculum, Student Evaluation

Identifiers-Interpersonal Communication

A study examined the effects of gender on academic achievement in speech communication courses. In order to test the research hypothesis that females would receive higher grades than males, 2,190 grades given by 74 speech communication teachers over a five-year period were examined. The analysis of variance placed gender of the instructor, gender of the student, and type of course (public speaking or interpersonal communication) as the dependent variables, while course grade was the independent variable. The results showed that females received higher grades than males, regardless of the course in which they were enrolled. The type of course did not yield significantly different grading patterns, nor did female and male instructors appear to grade in a significantly different manner. However, further examination of the trends in the analysis of variance indicated that male instructors tended to grade slightly lower than female instructors in both kinds of classes, and that grades in the interpersonal communication course tended to be slightly higher than the grades in the public speaking course. (RL)

ED 212 086 EA 014 363

McEwin, C. Kenneth Thomason, Julia

Increasing Effectiveness in Middle Grades Schools. A Study of: Developmental Characteristics, Effective Teacher Competencies, Implications for Curriculum and Instruction. Monograph 3.

Appalachian State Univ., Boone, N.C.; North Carolina League of Middle/Junior High Schools.

Pub Date-82

Note-11p.

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescent Development, *Adolescents, Classroom Techniques, Cognitive Development, Emotional Development, Intermediate Grades, Junior High Schools, Middle Schools, Physical Development, Self Esteem, Social Development, Teacher Attitudes, *Teacher Effectiveness, Time on Task

Identifiers-*Early Adolescents

To assist the North Carolina League of Middle/Junior High Schools, this paper briefly surveys the literature on developmental characteristics of early adolescents and the characteristics of effective teachers and also discusses the implications of the findings for instruction and the curriculum. The authors first define early adolescence as the ages from 10 or 11 to 14 or 15 and then describe early adolescents' physical, social, emotional, and intellectual development, including the problems of exceptional adolescents. Their discussion of effective teachers and teaching techniques covers teacher expectations and other general characteristics; teacher self-esteem and leadership; classroom management skills; teacher-directed and student-initiated learning; and students' time on task. The paper's final section explores the implications for instruction and the curriculum both of the data gathered on adolescents and teachers and of theories of cognitive and ego development and developmental task sequences. (Author/RW)

ED 212 107 EC 141 510

Kamp, Susan H. Chinn, Philip C.

A Multiethnic Curriculum for Special Education Students.

Council for Exceptional Children, Reston, Va.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, D.C. Ethnic Heritage Studies Program.
Report No.-ISBN-0-86586-125-0
Pub Date-82
Grant-G008005095
Note-56p.
Available from-The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($7.50, Publication No. 236).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, Asian Americans, Black Students, Cultural Influences, Curriculum Guides, *Disabilities, Elementary Secondary Education, *Ethnic Studies, Films, Filmstrips, Immigrants, Instructional Materials, *Learning Activities, Mexican Americans, *Minority Groups, *Multicultural Education, Puerto Ricans, Social Discrimination

The curriculum guide focuses on presenting ethnic heritage information to special education minority group students. Activities are listed in terms of background, objectives, materials, teaching time, and task guidelines for five units: identity, communication, life styles, immigration and migration, and prejudice and discrimination. Each unit also provides information on resource films and filmstrips. Activities are explained to adhere to the basic principles of multiethnic education, multicultural education, and ethnic studies. In developing the guide, the experiences and perspectives of five ethnic and cultural groups were drawn upon: American Indians, Asian Americans, Black/Afro Americans, Mexican Americans, and Puerto Ricans. A bibliography of approximately 200 books and periodicals concludes the document. (CL)

ED 212 171 FL 012 777

Proceedings of the National Conference on Professional Priorities.
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date- 81

Note-15p.; Papers presented at the ACTFL National Conference on Professional Priorities (Boston, MA, November 1980).

Available from-Not available separately. For availability, see FL 012 772.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Higher Education, *Inservice Teacher Education, Language Proficiency, *Language Teachers, Program Content, *Second Language Instruction, *Self Evaluation (Individuals), Skill Development, *Teacher Education

The following papers on teacher education are presented: (1) How to Break Out of the Never-Ending Circle of Retraining: A Self-Adjusting Mechanism for the 1980s,'' by Frank M. Grittner; (2) Preservice Teacher Education: Some Thoughts for the 1980s,'' by Elizabeth G. Joiner; and (3) Inservice Teacher Education: Content and Process,'' by Helen L. Jorstad. The first paper presents self-evaluation instruments and suggestions for using them and indicates five standards for an approved program in foreign languages. The second paper lists a series of observations and recommendations for the profession to consider in planning for the next few years. The third paper proposes a variety of in-service experiences that teachers need and several formats for them. The summary article lists several key issues in teacher education and makes both general and specific recommendations for their implementation. (AMH)

ED 211 718 CE 030 982

Katz, Rita S. Schuehler, Susan S.
Mentor Training in the Lehigh Valley.
Moravian Coll., Bethlehem, Pa.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jun 81
Note-75p.; Pages 52-53 and 57-70 were removed due to copyright restrictions.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Basic Education, Community Colleges, Cooperative Programs, *Demonstration Programs, *Inservice Teacher Education, Linking Agents, *Mentors, Program Descriptions, Program Design, *School Business Relationship, *Workshops

Moravian College developed a model training program for 246 educational mentors in the Lehigh Valley. The mentors were supervisors or counselors from business and industry, labor unions, churches, and support agencies. The mentors received training in psychology of the adult learner, the use of self-scoring inventories, and educational planning during five one-day workshops and seven half-day workshops. The objectives of the project were to (1) train 150 educational mentors, (2) distribute 1,000 copies of a directory of programs, (3) increase enrollments in adult basic education (ABE) programs, (4) introduce the concept of career development, and (5) develop a model program replicable at low cost. The effectiveness of the workshop was measured through pre- and posttest surveys of attitudes and perceptions about mentoring and also with a follow-up workshop evaulation. Evaluations indicated that the project supported the need for more linkages between industry and adult basic education, which can be accomplished through informal meetings, distribution of adult student magazines, advertisements on company and union bulletin boards, and the use of chamber of commerce newsletters. Further, companies are interested in and supportive of educational mentors, both the concept and the training. Workshop questionnaires, schedules, agendas, list of workshop participants, newspaper descriptions, handouts, evaluation reports, and testimonials are appendixed. (BPB)

ED 211 857 CE 031 286

Greenwood, Katy And Others
A Private Sector Guide to CETA.
Texas A and M Univ., College Station. Texas Engineering Experiment Station.
Spons Agency-Texas State Dept. of Community Affairs, Austin.
Pub Date-Aug 81
Note-344p.; For related documents see CE 031 283-288.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Apprenticeships, Economically Disadvantaged, *Employment Programs, *Incentives, *Job Training, On the Job Training, *Program Costs, Program Descriptions, *Program Development, Program Guides, State Programs, Tax Credits, Unemployment, Work Experience Programs, Youth Programs
Identifiers-Balance of State Program Contractors, *Comprehensive Employment and Training Act, *Education for Work Linkage Project, Industry Work Experience Program, Private Industry Councils, Private Sector, Targeted Jobs Tax Credit, Texas, Work Incentive Program

Written to provide business executives with examples of Comprehensive Employment and Training Act (CETA) programs that successfully prepare people to be skilled workers, this guide also describes the financial incentives for hiring unemployed and economically disadvantaged persons. In an overview of CETA and Title VII programs, private industry councils are examined with respect to their purpose and typical activities. Discussed next are the following major CETA training programs for the private sector: the targeted job tax credit, Work Incentive (WIN) Program/Welfare tax credit, on the job training, classroom training, and job upgrading and retraining. The Industry Work Experience Program, CETA youth programs, and the Texas Job Corps Centers are also covered. Described next are selected examples of apprentice programs coordinated by the Bureau of Apprenticeship and Training, including programs for computer programmers, and technicians, licensed vocational nurses, assembly plant workers, and welders. Next, CETA prime sponsor and Balance of State service areas and contact persons are listed. Also provided are a listing of Texas Employment Commission officers, a summary of CETA and its titles, a glossary, and a brief bibliography. (Other Education for Work Linkage Project reports are available separately see note.) (MN)

ED 211 877 CG 015 669

Fine, Marvin J. Holt, Penni

The Family-School Relationship: A Systems Perspective.

Pub Date-Aug 81

Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - General (140) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Children, Elementary Secondary Education, Family Counseling, Family Influence, *Family School Relationship, *Group Dynamics, Psychological Patterns, *Role Perception, School Psychologists, School Role, *Self Concept, Self Congruence, State of the Art Reviews, Student School Relationship, *Systems Approach

Children in a family system establish their identities through the interplay of roles and relationships. As they move from home into school, children become a part of another system. Both systems overlap and events in one system may affect the child's behavior in the other system. A systematic understanding of a child's behavior considers the context, the sequence of events, the reaction of others within the system, and the outcome. Viewing the family-school interaction from a systems perspective can lead the therapist to helpful interventions. An initial interview with parents, child, and teachers allows the therapist to observe the child's system in action and to formulate intervention strategies. This initial interview may extend into short-term family counseling involving all parties, or the therapist may choose to consult with teachers and family separately. Although a systemic approach holds promise for school psychologists in relation to family-school collaboration, several issues must be considered: (1) the psychologist's competency to use a systems orientation; (2) resistance to the new approach; (3) the speculative nature of systems orientation and the absence of research supporting its efficacy within the schools; (4) identification of the client system; and (5) the complexity of systems dynamics. (NRB)

ED 211 919 CS 006 385

Valtin, Renate

The Disabled Readers: What Are Their Weaknesses in Language and in the Reading Process?

Pub Date-Aug 81

Note-26p.; Paper presented at the Annual Meeting of the European Conference on Reading (2nd, Joensuu, Finland, August 2-5, 1981).

Pub Type-Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Theories, *Learning Disabilities, Literature Reviews, Reading Achievement, *Reading Difficulties, *Reading Research, *Research Problems. *Spelling

Noting that one reason for the discrepant results found in research on reading difficulties is the variety of approaches used to assess reading and spelling problems, this paper examines two of these approaches in terms of their implicit assumptions and inherent failings. The paper first discusses the etiological approach, which tries to identify physical, environmental, and emotional factors that impede the reading or spelling process. The paper points out three difficulties with this approach: (1) a lack of criteria for differential diagnosis and the problem of overlap, (2) uncertainty of the direct causal relationship, and (3) the low and indirect therapeutic value of the approach. The paper next discusses the cognitive defect approach, which tries to isolate various types of reading problems. Among the shortcomings listed for this approach are the inadequacy of the assumptions about the process of reading underlying it and its implicit assumption that the cognitive functions are a unitary process. The paper concludes that a more fruitful attempt to identify variables in reading difficulties is the process-oriented approach, which tries to identify partial processes of reading in which children with reading problems are deficient and cites a number of studies that support the value of this approach. (FL)

ED 212 025 CS 503 747

Yingling, Julie M.

Infant Speech Timing: The Temporal Aspects of Speech Praxis Toward Language.

Pub Date-Nov 81

Note-60p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, November 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Communication (Thought Transfer), *Communication Research, *Developmental Stages, *Infant Behavior, *Language Acquisition, Oral Language, *Time Perspective, *Verbal Development

The results obtained by researchers interested in the speech-time relationship indicate that the sequential organization through time of speech sounds necessary for communication requires a universal grammar'' consisting of vowel and consonant sequences and an awareness of the duration experienced in that process, as well as the memory of its sequence. The elementary aspects of speech timing can only arise with infant babbling. A study of infant speech timing examined whether the perceived temporal characteristics of infant speech changed to reflect increased voluntary control of speech timing when the child achieved an unsupported, upright seated position. An analysis of tape recorded infant babblings obtained over several weeks revealed that (1) utterance durations decreased with time and became more uniform, or less variable; (2) the infants seemed to form a preference for consonant/vowel types, practice them, then use them often but more selectively; and (3) the infants began to use breath control to pattern sound with time. Thus, the changing skills observable in the speech data suggest voluntary control of speech series and an underlying emergence of cognitive functioning in segmented time, or temporality. (HOD)

ED 212 045   EA 014 318

Stewart, Gerald

A Measure of Local Effort, 1981-82.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date-81

Note-68p.; Portions of tables may reproduce poorly due to broken print in original document.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Assessed Valuation, Elementary Secondary Education, Fiscal Capacity, Graphs, *Property Taxes, School Districts, *School Taxes, State Aid, Tables (Data), *Tax Effort

Identifiers-Counties, *Pennsylvania, State Aid Formulas

Three lengthy tables and four charts present information on the 1981-82 planned tax effort of each of Pennsylvania's 501 school districts and 67 counties. The tax effort, or equalized mills,'' equals each district's budgeted taxes divided by its projected 1981 market value. The report gives a brief illustration of how the tax effort helps establish, through a mathematical formula, each district's basic instruction subsidy from the state for the following year. Included in the tables and charts are data on market value, equalized mills, district and county tax effort rankings, aggregate statewide school taxes from 1977 through 1982, and income from real estate, utility, and per-capita taxes. The data show that real estate taxes account for over 78 percent of budgeted school taxes and that total school district taxes rose to $2.7 billion in 1981-82, almost 9 percent higher than in 1980-81. (Author/RW)

ED 212 151 FL 012 757

Preston, Dennis R.
Separate but Equal: A Good Deal for Bilingual Education.
Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-16p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.
Available from-Not available separately. See FL 012 738.
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Applied Linguistics, Bilingual Education, *Bilingualism, Communicative Competence (Languages), Elementary Secondary Education, *English (Second Language), *Language Proficiency, Language Research, Sociolinguistics, *Testing, *Test Norms
Identifiers-*Limited English Speaking

The linguistic norm for testing and instructing Students of Limited-English-Proficiency (SLEPs) is that of a monolingual native speaker of English. The claim is made that this norm is not implemented accurately in testing and instruction and that a bilingual norm for testing and instruction would be more appropriate. The failure to implement monolingual norms accurately comes from three sources: (1) misunderstanding of research findings in linguistics of false assumptions about the nature of language itself; (2) lack of appropriate linguistic research; and (3) failure to consider relevant research. It is suggested that the distinction between ideal native speech and actual native speaker usage be considered and implications of the distinction be applied to bilingual instruction. Further, very little research in linguistic forms in a conversation context has been completed; such research is important if a native speaker model is chosen as norm. Available research that should be used has to do with general linguistic theory as well as sociolinguistics. The discussion calls for linguistic analysis of the cognitive and linguistic differences between bilinguals and monolinguals and for practical applications of the findings to the testing and teaching of future bilinguals. (AMH)

ED 212 189 HE 014 616

Guroff, Katharine S., Ed. Boeker, Margaret C.

Quality in Liberal Learning: Curricular Innovations in Higher Education. A Report of Project QUILL.

Association of American Colleges, Washington, D.C.

Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-81
Note-286p.
Available from-Association of American Colleges, Publications Desk, 1818 R Street, N.W., Washington, DC 20009 ($6.00, prepaid).
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Academic Education, Adult Students, Career Education, College Curriculum, Continuing Education, *Curriculum Development, Educational Innovation, *Educational Quality, *Education Work Relationship, Grants, Health Personnel, Higher Education, Humanities, Individualized Instruction, Intellectual Disciplines, *Interdisciplinary Approach, Leadership, *Liberal Arts, Professional Education, Reentry Students, School Business Relationship, Urban Areas
Identifiers-*Project QUILL

Conference proceedings and descriptions of 62 projects funded through Project QUILL (Quality in Liberal Learning) are presented. Project QUILL, which began in 1978, awarded small incentive grants to higher education institutions to encourage new approaches to the integration of traditional disciplines, professional education, and the needs of adult learners. QUILL grants funded one-time efforts at curricular experimentation as well as first steps in the development of large-scale programs. These projects ranged from interdisciplinary courses in agriculture, American Indian studies, science and society, and theories of the mind, to examinations of the nature of ethical behavior in law enforcement, medicine, business, and science. Continuing education projects examined such topics as liberal arts for health professionals, business administration students, and reentry women. Strengths and weaknesses are described of 28 projects that cross disciplinary boundaries, 10 projects that improve continuing education, and 24 projects that combine career education and liberal learning. Additional contents include: three papers from a 1980 QUILL panel on innovation in creating new programs in liberal learning; 13 papers from a 1981 conference on improving quality in liberal learning; and brief descriptions of eight QUILL II projects on liberal learning for leadership. Among the topics addressed by the 1981 conference are business/industry and liberal learning, and liberal learning in continuing education. (SW)

ED 211 665 CE 030 501

Campbell, Clifton P.

Vocational and Technical Preparation in Saudi Arabia (Manpower Development Programs Conducted by the Public and Private Sectors).

Pub Date-Dec 81
Note-23p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 7, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Economic Development, Foreign Countries, *Labor Force Development, Labor Needs, Postsecondary Education, Prevocational Education, Program Development, Program Implementation, *Program Improvement, Secondary Education, Skilled Occupations, *Technical Education, *Vocational Education, Vocational High Schools, *Vocational Schools, Vocational Training Centers
Identifiers-*Saudi Arabia

A serious constraint to the development of a modern and diversified industrial base in Saudi Arabia is the critical shortage of skilled manpower. To remedy this deficit, vocational and technical education programs in the country are being revised and expanded. Five secondary-level Vocational Industrial Schools have been established by the Ministry of Education. Graduates of these schools' three-year programs either enter postsecondary programs at the Higher Technical Institute or enter the work force in skilled occupations. Plans are being made for more of these schools to be built and for the curriculum to be revised to increase their student capacity greatly. Higher Technical Institute graduates of three-year programs are recruited for teaching at the Vocational Industrial Schools, while two-year graduates teach in prevocational programs. Many students enter the Vocational Industrial Schools from prevocational training, conducted at three Prevocational Centers (PVCs) for 14-17 year olds, in six-hour days, five days a week. The curriculum in the PVCs also is being revised to provide better training in less time for more students, and three new PVCs are being built. Training for school dropouts and men beyond regular school age is provided by vocational training programs, which have recently been taken over by the Ministry of Education from the Ministry of Labor and Social Affairs. These training programs have been set up by international cousultants on contract to the Saudi Arabian government. Additional training is provided by mobile training laboratories, other government ministries, and private companies all contributing to the success of Saudi Arabian technological development. (KC)

ED 211 682 CE 030 907

Direct Job Creation in the Public Sector. Evaluation of National Experience in Canada, Denmark, Norway, United Kingdom, United States.

Organisation for Economic Cooperation and Development, Paris (France).
Report No.-ISBN-92-64-12048-3
Pub Date-80
Note-45p.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006 ($4.50).
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Age, Comparative Analysis, Economic Status, Educational Attainment, Employment Level, Employment Patterns, Financial Support, Followup Studies, Foreign Countries, *Job Development, *National Programs, Objectives, Participant Characteristics, Participant Satisfaction, Policy Formation, *Program Costs, Program Descriptions, *Program Development, *Program Effectiveness, Sex, Trend Analysis, Wages
Identifiers-Canada, Denmark, Norway, *Public Sector, United Kingdom, United States

This report examines selected public sector direct job creation schemes that were in operation in 1977-1978 in Canada, Denmark, Norway, the United Kingdom, and the United States. Based on responses to a questionnaire and discussions with officials in the five countries, the information presented in the report is not intended to evaluate any one program but rather simply to show the results of a series of different job creation programs and later to develop some of the implications of these results. Following descriptions of major programs in each of the countries, the various existing program types and their common characteristics are outlined. Presented next are data pertaining to the following areas: number and types of jobs created; characteristics of participants (employment status, sex, age, educational attainment, economic status); targeting success; transition and postprogram experience; attitudes and satisfaction; wages; net costs; net job creation/displacement; start-up and phase-out; value of output; and financing of programs. In a section on the implications of the findings, the multiple objectives, employment impact, and inflationary impact of direct job creation are explored. Mentioned next are some considerations relating to future policy development, including program design, funding, training, transition, and community dependence on programs. (MN)

ED 211 700 CE 030 943

Berube, Jean E. Mark, Jorie Lester, Ed.
On Adult Learning. Measures of Effectiveness for Validation of an Experimental Design.
Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Oct 81
Note-24p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, *Demonstration Programs, Educational Improvement, *Evaluation Criteria, *Evaluation Methods, *Program Effectiveness, Reliability, Statistical Significance, Validity
Identifiers-Impact, *Joint Dissemination Review Panel, Objectivity, Replication

Evaluation design is discussed in terms of conditions that an adult education intervention (product, practice) must meet to get Joint Dissemination and Review Panel (JDRP) approval. (Effectiveness, the sole criterion for JDRP approval, must be established by evaluation data adequate to tie the project and desired impact together in a cause-and-effect relationship.) Four conditions examined by the JDRP are considered: (1) the evidence must be valid and reliable, (2) the effect must be of sufficient magnitude and have educational importance, (3) it should be possible to reproduce both the intervention and its effects at other sites, and (4) project data must be believable and interpretable. Discussion of statistical significance are size effect, importance of the educational area, and cost of the intervention. Considerations for replicability include setting, staff, participants, and components. Topics under the final condition of believability and interpretability include consistency of factual data in narrative and tables, completeness of data, and objectivity maintained in gathering data. An evaluation design checklist is appended. (YLB)

Stump, Robert W.

Vocational Guidance: Policy Options Within the Context of the Vocational Education Act and Other Federal Legislation.

Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.
Pub Date-Aug 81
Note-43p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Ancillary School Services, Career Counseling, *Career Guidance, Cooperative Programs, *Coordination, Educational Legislation, Education Work Relationship, *Federal Aid, Federal Government, *Federal Legislation, Federal Programs, Government Role, Occupational Information
Identifiers-*Vocational Education Act 1963

Vocational guidance and counseling is supported by the United States government through a variety of laws. The Vocational Education Act (VEA) and other federal legislation consistently provide funds for services to assist in the transition from education/training to work, from unemployment to employment, or from one career to another. Most legislation portrays vocational guidance as an ancillary service. Multiple funding and legislative mandates have made coordination of federal programs and funding sources for vocational guidance difficult. Responsibility for such coordination efforts has been delegated to the local level, where inconsistent terminology that is interpreted differently by administrators and practitioners and other responsibilities of local school guidance personnel act as barriers to administrative efficiency and coordination. Proposed changes to the VEA's guidance provisions would make guidance part of the core programs by funding it out of the basic federal program grant and ensuring inclusion of guidance programs and personnel in all aspects of the ACT's program. A unique role exists for the federal government in the collection, delivery, and utilization of occupational information through the activities of the Employment Service, Bureau of Labor Statistics, Bureau of the Census, and the National and State Occupational Information Coordinating Committees. (Legislative summaries are appended.) (YLB)

McBain, Susan L.
Getting Down to Business: Garden Center, Module 4. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-97p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100G1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, Business Skills, *Financial Support, Learning Activities, Learning Modules, Money Management, *Ornamental Horticulture, Recordkeeping, Salesmanship, Secondary Education
Identifiers-*Entrepreneurship, *Gardening, Small Businesses

This module on owning and operating a garden center is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (personal qualities; services, customers, and competition; special services; legal requirements); choosing a location (picking an area; picking a spot) getting money to start (description of business; statement of financial need); being in charge (dividing the work; hiring a worker); setting prices (cost of goods sold; operating expenses; profit needed or wanted; demand for products; competition); advertising and selling (designing an ad; sales methods); keeping financial records (cash sales; credit sales; daily cash sheet); buying and keeping track of supplies (choosing a supplier; filling out a purchase order; keeping track of supplies; when and how much to order) and keeping your business successful (profit and loss statement; profit ratio and expense ratio; increasing net profits). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 787 CE 031 071

Shapiro, Norma
Getting Down to Business: Word Processing Service, Module 21. Teacher Guide. Entrepreneurship Training Components.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-28p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100N2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods
Identifiers-*Entrepreneurship, Small Businesses, *Word Processing

This is the twenty-first in a set of 36 teacher guides to the Entrepreneurial Training modules and accompanies CE 031 070. The purpose of this module is to give students some idea of what it is like to own and operate a word processing service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units; responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Word Processing Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 822 CE 031 117

Individualized Learning Skills Curriculum Development. Final Report.

Truckee Meadows Community Coll., Sparks, Nev.

Spons Agency-Nevada State Dept. of Education, Carson City.
Pub Date- Feb 82
Note-48p.
Pub Type- Guides - Classroom - Learner (051) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, *Community Colleges, Competency Based Education, *Curriculum Development, Educationally Disadvantaged, *Individualized Instruction, *Learning Laboratories, *Learning Modules, Minimum Competencies, Programed Instruction, Reading Skills, Study Skills, Two Year Colleges, Vocabulary Skills, Writing Skills

The Truckee Meadows Community College curriculum development project was designed to enhance the success of underprepared college students aspiring to succeed in the college's occupational and general educational programs. Initial plans called for (1) the development of individualized learning and basic skills modules; (2) creation of an open-entry, open-exit, individualized, self-paced, mastery level, for-credit program in basic and learning skills; and (3) development of a contractual competency based curriculum with objectives and units small enough for the underprepared student to manage. A professional staff member was employed to develop the curriculum, and that staff person and another staff member attended the Institute for Directors and Staff of College Learning Centers at the University of California at Berkeley, in June, 1981. As a result of attending this conference, it was decided to gather information on available curriculum packages, rather than to develop new modules; and to develop handouts for students, survey faculty, and implement a pilot project in the fall semester of 1981. Consequently, the staff member concentrated on acquiring material most appropriate for the anticipated learning center student population, developing handouts for interested students, and designing procedures and policies for the opening of a Learning Assistance and Study Skills Center. The Learning Center opened on a limited basis in September, 1981, and is providing a positive new service to the underprepared learner at the college. (Handout materials on note taking, preparing for college courses, test taking, and reading and studying are included in the report.) (KC)

ED 211 899 CG 015 692

Meiselman, Karin C. Sheehy, Nancy

The Effects of Incest on Therapist Assessment of Female Clients.

Pub Date-24 Aug 81
Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, Background, *Child Abuse, Children, *Counselor Attitudes, *Family Problems, Fathers, Females, Influences, *Parent Child Relationship, *Psychopathology, Sexuality
Identifiers-*Incest

The occurrence of incest in which a female child is molested by an older male family member may be increasing as the number of stepfamilies increases, because previous evidence suggests that girls living with stepfathers are at greater risk for molestation. If psychotherapists will be seeing more incest-history clients as a result of this trend, then therapists' beliefs and perceptions about the role of incest in psychopathology must be explored. Questionnaires presenting incest and no-incest case histories and assessments of disturbance, prognosis and background factors were completed by 124 psychotherapists. Results showed that the presence of incest in a case history did not significantly affect therapists' ratings of level of disturbance and prognosis. Despite this lack of differences in perceptions of the client, therapists were significantly less willing to work with incest victims. Furthermore, when incest was mentioned in a case history, therapists were very likely to consider it a crucial cause of the client's disturbance and to give less attention to other background factors, such as infantilization and sibling rivalry. In rating incest clients, therapists also tended to give commensurately greater weight to other background factors believed to be associated with incest, such as father's mental problems,'' suggesting that therapists manifest a strong preconception that incestuous fathers are mentally disturbed. (Author/NRB)

ED 211 941 CS 006 448

Abrams, Jules C.

Can Public Schools Meet the Literacy Needs of the Handicapped? Literacy: Meeting the Challenge.

Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date-80

Note-13p.; Paper presented at the National Right to Read Conference (Washington, DC, May 27-29, 1978). For related documents see ED 190 997 and CS 006 442-449.

Available from-Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Learning Disabilities, *Literacy, Mental Disorders, *Physical Disabilities, Reading Difficulties, *Reading Instruction, *Remedial Instruction, *Teacher Certification

Identifiers-International Reading Association

The seventh of eight related documents, this booklet is part of a series of papers presented at the 1978 National Right to Read Conference examining issues and problems in literacy. In examining the literacy needs of the handicapped, this booklet notes diagnostic imprecision and political ineffectiveness as disadvantages in adopting the single generic label learning disabilities.'' The paper first presents the etiological diversity of reading and learning disorders by citing examples of those emanating from sociopsychological factors and then those emanating from psychophysiological factors. It next presents the approach to labelling, developed by the Disabled Reader Committee of the International Reading Association, that involves using the generic term learning disorders,'' but restricting its application to so-called hard-core'' children. After indicating the preparation individuals need to work with these children and the failure of current certification programs to provide it, the paper discusses the practical difficulties of obtaining financial support for learning-disabled children unless they are specifically labelled. It concludes by looking forward to a form of certification that will accommodate both general expertise in learning disabilities and special expertise in reading skills. (HTH)

ED 211 962 CS 006 471

Foltz, Mary Jo
The Clifford Books: An Activity Guide.
Pub Date-Nov 81
Note-16p.; Paper presented at the Annual Meeting of the California Reading Association (15th, Anaheim, CA, November 5-7, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Literature, *Class Activities, Elementary Education, Language Arts, *Literature Appreciation, *Reading Instruction, Reading Materials, Teaching Methods, Writing Instruction
Identifiers-*Clifford Books

This guide provides specific activities designed for use with the Clifford-the-Dog books to enhance students' personal development and enjoyment of literature. The general format for each activity includes the title of the Clifford book to be used, synopsis of the story, introduction to the book, and follow-up project. Activities are provided for the following books: Clifford Takes a Trip,'' Clifford, the Big Red Dog,'' Clifford, the Small Red Puppy,'' Clifford Gets a Job,'' Clifford's Halloween,'' Clifford's Tricks,'' Clifford's Good Deeds,'' Clifford at the Circus,'' and Clifford Goes to Hollywood.'' (HOD)

ED 212 066 EA 014 340

Finances of Public School Systems in 1979-80.
Bureau of the Census (DOC), Suitland, Md.
Report No.-GF-80-10
Pub Date-Nov 81
Note-68p.; Not available in paper copy due to small print of original document.
Available from-Superintendent of Documents; U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-024-03610-0; $4.50).
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Finance, Elementary Secondary Education, Enrollment, Expenditures, Federal Aid, Public Schools, School Districts, *School Funds, School Taxes, State Aid, Tables (Data)
Identifiers-*Debt (Financial)

Thirteen tables present 1979-1980 data on public school enrollment, revenue sources, capital and operating expenditures, debt, and cash and security holdings. Data are provided for each state, for categories of school-district enrollment size, and for all individual school systems with over 15,000 students. Revenues and expenditures for each state are also broken down into percentages and the data on individual school systems are given in both aggregate and per-pupil amounts. A comparison of national data shows that revenues increased 10.6 percent from 1978-1979 to 1979-1980 and that expenditures rose 11 percent. However, public schools still took in more than they spent in each year. Fifty-five percent of general school revenues in 1979-1980 came from federal, state, or local governments; the rest came from the districts' own sources. Most school expenditures went for salaries and wages (61.6 percent) while 7.5 percent consisted of capital outlays. Long-term debt accounted for over 96 percent of all school debt. The report also provides the reader a brief glossary of selected financial terms. (RW)

Lujan, Marta Liliana Minaya

Syntactic Universals and the Acquisition of Spanish Word Order by Quechua-Speaking Children.

Pub Date-Mar 81

Note-15p.; Paper presented at the Annual University of Wisconsin Linguistics Symposium: Language Contact (10th, Milwaukee, WI, March 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Students, Child Language, Children, Language Research, Language Styles, *Language Universals, Language Variation, *Quechua, *Second Language Learning, *Spanish, *Syntax

Identifiers-Peru

Because of the syntactic differences between Spanish and Quechua, Quechua-speaking children must make major word order adjustments to learn the Peruvian Spanish taught in school. This study investigates whether the order or time sequence in which these changes are adopted reflects any general constraint, or is in any way predicted by a theory of linguistic change. The acquisition process is illustrated with examples from early stage and later stage Peruvian Spanish. The examples indicate that the child makes initially two major syntactic changes these involve the order of the main verb in a sentence and the order of the head noun in the genitive phrase. Results indicate that linguistic innovations are constrained by the observance of linguistic universals. The word order acquisition stages postulated have important implications in the study of variability in Peruvian Spanish. The variability is directly dependent upon the degree of influence in Quechua. Features characterizing each stage may be kept as variable styles in the adult's speech, along with the standard norms, which may be used as a formal style. (Author/JK)

ED 211 805 CE 031 089

Gall, Joyce P.

Getting Down to Business: Hair Styling Shop, Module 30. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-34p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100NN2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, *Cosmetology, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the thirtieth in a set of 36 teacher guides to the Entrepreneurial Training Modules and accompanies CE 031 088. The purpose of the module is to give the students some idea of what it is like to own and operate a hair styling shop. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Hair Styling Shop; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices: Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 920 CS 006 388

Peck, Michaeleen P. Laughlin, Margaret A.
Reading and Consumer Decision Making Skills.
Pub Date-Dec 81
Note-46p.; Revision of paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consumer Education, *Critical Reading, Curriculum, Daily Living Skills, *Decision Making Skills, Elementary Secondary Education, *Models, Reading Skills

Teachers at all grade levels need to recognize the importance of instruction in consumer reading and decision making skills. The definitions and prerequisites of a literate consumer underscore the importance of reading and reasoning skills development for making effective decisions. Consumer educators must also recognize that economic relationships are intertwined with political, social, cultural, and technological changes that modify the goods consumed and the manner of their exchange. A Consumer Decision Action System Model delineates the complex relations among factors external and internal to the individual in the decision making process. The model also considers the socioeconomic and information areas that influence consumer decision making as well as the context in which those decisions are made. A similar model outlines five skill areas essential to decision making: facilitating, conceptualizing, processing, operating, and reasoning. Reading, reasoning and decision making skills as illustrated in both models can be taught through the school curriculum, and consumer education serves as an excellent vehicle for teaching these basic life skills. (The decision making models, definitions of the skill terms, and a case study lesson plan for instruction in consumer decision making are appended.) (HTH)

ED 211 983 CS 206 702

Barnitz, John G.

Standard and Nonstandard Dialects: Principles for Language and Reading Instruction.

Pub Date-81

Note-16p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Principles, Elementary Secondary Education, *English Instruction, *Language Styles, *Nonstandard Dialects, *Reading Instruction, *Sociolinguistics, Standard Spoken Usage

Focusing on the social variation of language, this paper provides an overview of basic sociolinguistic concepts deemed to be necessary information for teachers involved in the language and literacy development of children who speak nonstandard dialects. The first section of the paper discusses three things that teachers must understand about dialects: (1) all varieties of language are rule-governed systems even nonstandard dialects have rules and patterns that are systematic; (2) all dialects have the capacity for the functional expression of meaning; and (3) language variation extends beyond the characteristics of dialects. Some general principles and implications for instruction are outlined in the remainder of the paper within the categories of language assessment, standard English in the language arts, and reading performance. The principles and implications that are listed include the notions that cultural and linguistic differences will influence performance on tests, that children should be provided with opportunities to learn a standard form of language, and that the focus of reading instruction for all children (including children with different dialects) should emphasize meaningful comprehension. (RL)

ED 212 004 CS 503 706

Remland, Martin S.

The Implicit Ad Hominem Fallacy: Nonverbal Displays of Status in Argumentative Discourse.

Pub Date- 81
Note-18p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Communication Problems, Debate, Higher Education, Interaction, *Interpersonal Relationship, *Nonverbal Communication, *Persuasive Discourse, Speech Communication
Identifiers-*Fallacies, *Interpersonal Communication

Nonverbal displays of status are often employed in argumentative interactions for the purpose of securing an advantage over an opposing speaker. These displays can be conceptualized as implicit ad hominem fallacies'' because, like all ad hominem arguments, they shift the focus of attention away from the substantive issues in dispute to the individuals involved. The fallacy is most evident when nonverbal displays of status are used as a substitute for reason and when they are directed toward an opposing speaker. An attempt is made by the guilty party to belittle nonverbally the physical or intellectual presence of an adversary. For example, in a superior/subordinate interaction at work, the superior may use spatial intrusions, such as moving close, staring, talking loudly, pointing, or touching, to communicate dominance over the subordinate. (A taxonomy is presented for classifying the various types of implicit ad hominems and for considering the significance of these unobtrusive behaviors as a means of avoiding logical argument in face-to-face disputes.) (RL)

ED 212 046 EA 014 319

McDowell, Lena M. Prince, Elaine J.

Statistics of Public Elementary and Secondary School Systems, Fall 1979. Pupils, Staff, Revenues, Expenditures, and Salaries.

National Center for Educational Statistics (ED), Washington, D.C.
Report No.-NCES-81-111
Pub Date-81
Note-55p.; Some tables may reproduce poorly due to small size of print in original document. For related documents, see ED 170 884, ED 148 030, ED 127 666, ED 112 472, ED 095 628, ED 083 688 and ED 075 958.
Available from-National Center for Education Statistics, 400 Maryland Ave. S.W., Washington, DC 20202 (free).
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrators, *Educational Finance, Educational Trends, Elementary Secondary Education, *Enrollment, Expenditures, High School Graduates, National Surveys, Public Schools, School Districts, School Funds, *School Statistics, School Surveys, Student Teacher Ratio, Tables (Data), *Teachers

The 26th annual survey of public elementary and secondary education conducted in fall 1979 by the National Center for Education Statistics yielded data on school districts, enrollment, administrative and teaching staffs, pupil-teacher ratios, high school completions (graduations and equivalency certificates), revenue sources, and expenditures, including per-pupil spending. The 24 tables and two graphs presented here cover all 50 states, the District of Columbia, Guam, Puerto Rico, the Virgin Islands, the Northern Marianas, and the nation's 20 largest cities. Historical information provides data on some factors back to 1975. The survey reveals declines in total enrollment, in numbers of schools and school districts, and in teachers' real incomes. The number of teachers and of high school completions did not change but the cost per pupil of public education, in current dollars, rose slightly. An appendix describes the nature and conduct of the annual survey. (Author/RW)

White, Karl And Others

State Refinements to the ESEA Title I Evaluation and Reporting System: Utah 1979-80 Project. Final Report.

Utah State Office of Education, Salt Lake City.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-May 81
Contract-UTP-301-1
Note-236p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Achievement Tests, Elementary Education, Evaluation Methods, Norm Referenced Tests, Questionnaires, Scores, State Surveys, Tables (Data), Teacher Attitudes, *Test Format, *Testing, Test Theory, *Test Validity, *Test Wiseness
Identifiers-Elementary Secondary Education Act Title I, *Title I Evaluation and Reporting System, *Utah

To explain discrepancies in Utah's elementary school test results under the Elementary and Secondary Education Act's Title I Evaluation and Reporting System (TIERS), researchers investigated the adequacy and validity of TIERS evaluation models. Model A (norm-referenced testing) is used in most Utah school districts, in preference to Models B or C (both involving comparisons with control groups). The researchers reviewed previous research and conducted four projects that (1) compared test results under Models A and B, (2) assessed how well Utah's tests met Model A's assumptions, (3) analyzed the effects of test formats, and (4) examined the impact of training students and teachers in test taking and administering. Using tests, interviews, and observation, the projects analyzed test scores, educators' attitudes, and students' and teachers' test behaviors in several school districts, especially the Salt Lake City School District. The results indicate that (1) Model A overestimates Title I's impact, (2) most of Model A's assumptions are met, (3) test format heavily affects test results, and (4) training students and teachers to take and give tests improves scores. Ten appendices reproduce cover letters and data collection forms. (RW)

ED 212 108 EC 141 511

Knight, David L. Yekovich, Frank R.

Subjective Story Structure in Deaf Adults.

Pub Date-Apr 81

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Students, Grammar, *Hearing Impairments, *Learning Processes, *Reading, *Story Reading, Theories

Subjective story structures generated by 52 hearing impaired college students were compared with well-known theoretically derived structures and with structures produced by comparable hearing Ss. Ss were instructed to read each of four simple narratives and sort the sentences into groups that made up part of the story. Results of cluster analysis are reported for each study. Similarities and differences with deaf and hearing Ss were revealed, similarities regarding the outer boundaries of major clusters and differences pertaining to the internal structuring of major clusters. Among conclusions suggested were that deaf readers appear to employ an internal structure or organization consistent with that of hearing Ss and that of theoretically derived structures; and that, although deaf and hearing Ss appear to share similar outer boundaries for the major clusters, the internal organization of those same clusters appears to be different. (CL)

ED 212 172 FL 012 778

Castro, Raymond E.

The Influence of Educational Policy on Language Issues.

Creative Services, Forestville, Calif.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Jan 81
Note-42p.; Appendices not included because of poor reproducibility.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alaska Natives, *American Indian Education, *Bilingual Education, *Educational Policy, International Relations, *International Studies, *Language Planning, Language Research, Language Variation, *Second Languages
Identifiers-Guam, Puerto Rico

This paper examines three policy areas foreign language and international studies, bilingual education, and Indian education. The intention is to clarify and critically analyze the influence of educational policy on language issues. If both foreign language/international studies and bilingual education were incorporated into a larger language planning effort based on a realistic assessment of the future, both could be evaluated against one criterion the ability of Americans to survive amidst rapidly changing world affairs. Recommendations include: (1) Congress and the Department of Education should identify those aspects of current educational policy relating to national language issues; (2) the Department of Education should incorporate bilingual education project aimed at preparing Americans for survival in international affairs; (3) a Congressional language planning body should be developed to promote a national language planning project; (4) the Department of Education should establish the mechanism to develop regional variations based on local needs and the distribution of specific linguistic communities; and (5) the body should recognize the contractual relationship existing between the federal government and Indian tribes, Alaskan natives, and the people of Puerto Rico and Guam, and provide assistance when appropriate. (JK)

ED 211 770 CE 031 054

Rassen, Rachel L.
Getting Down to Business: Innkeeping, Module 13. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-90p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No.ETC100X1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, *Hotels, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education
Identifiers-*Entrepreneurship, *Hospitality Occupations, Small Businesses

This module on owning and operating an inn is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (competition; experience; personal qualities; special services; repeat business; legal requirements); choosing a location (convenience; overbuilding) getting money to start (financial arrangements; business description; starting expenses); being in charge (hiring staff; interviewing; training staff; employer-employee relationship; communication); setting prices (competition; break-even point; profit; things that affect prices); advertising and selling (kinds of ads; qualities of a good ad); keeping financial records (collecting the money; credit cards; daily cash sheet); buying and keeping track of supplies (inventory control; making reservations; work schedules); and keeping your business successful (profit/loss statement; how to improve profits; expanding your services). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 840 CE 031 201

Prosen, Sue

Counseling Services for Adult Basic Education Programs in Maryland.

Johns Hopkins Univ., Baltimore, Md. Evening Coll.

Spons Agency-Department of Education, Washington, D.C.; Maryland State Dept. of Education, Baltimore.

Pub Date-Sep 81

Note-110p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Adult Basic Education, Adult Counseling, Career Counseling, Counseling, Counseling Effectiveness, *Counseling Services, *Counseling Techniques, Counselor Attitudes, Educational Counseling, Educational Needs, Needs Assessment, *Program Effectiveness, Program Evaluation, *Program Improvement, Staff Development

Identifiers-Maryland

A study was conducted of counseling services in Adult Basic Education (ABE) programs in Maryland (1) to gather information on the current status of counseling services provided to ABE students in the state; (2) to assess the need for future counseling services for these students; and (3) to design a model for a three-year counseling implementation and staff development plan for use in ABE programs in the state. Data were gathered through literature reviews; perusal of reports from the Adult and Community Education Branch of the Maryland State Department of Education; and interviews with and survey questionnaires filled out by local ABE program coordinators, teachers, counselors, and students. It was found that some of the ABE programs in Maryland are providing some counseling services in varying degrees; however, no program is providing all needed services and some programs provide few or none. Based on the findings, it was recommended that local ABE programs begin to build a program of counseling services that would address the needs of students as they enter, participate in, and leave the program. The recommendations include minimal standards for delivery of these services. Services should include (1) entry services introduction to the program, registration and orientation, initial assessment of skills, academic program planning, self-appraisal, goal setting, and establishment of group support systems; (2) participation and retention services monitoring student progress, academic planning, career development and planning, assistance with personal concerns, and maintenance of group support systems; and (3) exit services reaching dropouts, follow up of completers, referral to appropriate community agencies, and staff development. A model comprising a three-year plan of goals for counseling services in Maryland ABE programs was proposed. (KC)

ED 211 878 CG 015 670

Freeman, James T.

Some New Facets of the Psychology-Law Interface.

Pub Date-Aug 81
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Correctional Rehabilitation, *Criminal Law, Criminals, Decision Making, Intervention, Legal Problems, *Psychologists, *Punishment, Research Needs, *Research Utilization, *Sanctions, State of the Art Reviews
Identifiers-*Forensic Psychology

While the field of forensic psychology has emerged as a recognized discipline, psychologists who work within institutional settings frequently feel frustration in dealing with inmates for whom they have had no responsibility or input during the critical pre-trial, trial and sentencing decision-making process. The roles and ways in which psychology functions within the criminal justice system can be classified as Psychology in Law, Psychology of Law, and Psychology and Law. Psychology in Law refers to the accepted function of psychology and psychologists, as expert witnesses or resources, in such areas as competency to stand trial and criminal responsibility. Psychology of Law encompasses such concepts as the behavioral nature of law and society's perceived need for law. Psychology and Law include instances in which psychological concepts and research data have had a direct impact upon the legal system. Psychology should make a concerted effort to develop and provide a database to assist courts in such areas as sentencing and punishment procedures. To implement such efforts, both professional and political interfaces are being identified and developed to permit an orderly and effective application of psychology to the justice process. (NRB)

ED 212 026 CS 503 748

Jones, Tricia S.
The Polish Labor Crisis: The Communicative Dimensions of a System's Decline.
Pub Date-5 Jan 82
Note-24p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Research, *Conflict, Dissent, Foreign Countries, *Government Role, *Labor Demands, Labor Problems, Political Attitudes, *Theories, *Unions
Identifiers-*Poland

The communicative dimensions of the labor crisis in Poland are examined in this paper in terms of Jurgen Habermas's theory of legitimation crisis and Niklas Luhmann's theory of power as a communication medium. Specifically, the paper analyzes three communication strategies that have marked the development and decline of the Soviet Union's control in Poland: (1) the Soviet Union's use of instrumental political symbolism to obtain the loyalty of the Polish public in order to maintain control; (2) the creation of a countervailing power force the union Solidarity through the control of system alternatives in order to shift public loyalty from the government to the worker's organization; and (3) the Soviet Union's responses to this movement, which involved scapegoating tactics, continuing political symbolism, and monitoring political communication. (FL)

ED 212 152 FL 012 758

Wald, Benji

The Relation of Topic/Situation Sensitivity to the Study of Language Proficiency.

Eastern Michigan Univ., Ypsilanti.; National Center for Bilingual Research.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Contract-NIE-R-79-0011

Note-26p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Bilingual Education, *Communicative Competence (Languages), Elementary Education, *English (Second Language), Intermediate Grades, Language Dominance, *Language Proficiency, Language Research, Language Skills, *Spanish, Spanish Speaking, *Testing

This paper reports on a study comparing oral English proficiency as conventionally measured by instruments currently used in many school districts throughout the United States, with Spanish language abilities of individuals with Spanish language background. Oral language proficiency is defined as the results of a quantitative measure applied to a speech sample, while language abilities are defined as what a speaker can actually do with the language. The first section of the paper deals with theoretical and practical concerns in language proficiency assessment (LPA), with emphasis on the content of language proficiency and the effect of situational context on language. The focus of the study reported in the second part of the papers is how language proficiency measures currently used to classify speakers relate to those speakers' language abilities. For this purpose, fifth and sixth graders of Hispanic background, generally from bilingual classrooms, were chosen as subjects of the research. The major concern of the research was to sample and describe the language abilities of these students in both Spanish and English. The final phase of the study was a test situation, that is, simulation of usual conditions of LPA administration. The results were compared with speech obtained in situations in the previous phase of the study. (AMH)

ED 211 701 CE 030 944

Mercier, Lorraine Y., Ed.

Outlook for the 80's: Adult Literacy.

Dingle Associates, Inc., Washington, D.C.

Spons Agency-Department of Education, Washington, D.C. Basic Skills Improvement Program.

Pub Date-Sep 81

Contract-300-80-0800

Note-106p.

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Persistence, *Adult Basic Education, *Adult Educators, *Adult Literacy, Adult Programs, *Community Support, *Educational Strategies, Federal Legislation, Futures (of Society), *Literacy Education, School Holding Power, Student Recruitment, Teacher Education, Teacher Role, Teacher Selection, Teaching Skills

These four papers look at some conditions and circumstances surrounding the literacy education movement and at education's response to a new set of cultural requirements for effective living. They provide ideas for administrators of private and public adult education programs, business and industry executives, and all concerned with adult literacy. In Modern Adult Basic Education: An Overview'' by Curtis Ulmer the state of the art is reviewed. Following a survey of the history of United States literacy, the characteristics, attitudes, and needs of the illiterate are discussed, literacy is defined, literacy legislation and training are outlined, and effective programs are described. The paper concludes with implications for the 1980s. Critical Issues in Adult Literacy'' by Oliver Patterson and Louis L. Pulling covers recruiting and retaining illiterate adults, goals of literacy programs, identifying target populations, minimizing failure, and mobilizing community resources. Adult education strategies are surveyed in Adult Basic Education Instructional Strategies: Their Design and Improvement'' by K. Owen McCullough. The paper describes roles and clientele characteristics, expounds adaptation of various learning theories to adult basic education, cites instructional techniques and materials, and predicts changes in adult education. The Care and Feeding of Instructors of Adult Literacy and Basic Education'' by Waynne B. James considers the need for quality instructors, instructor role, instructor competencies, instructor selection, and instructor training/preparation. (YLB)

ED 211 719 CE 030 983

Peterson, Michael And Others
Issues and Recommendations Concerning Vocational Assessment of Special Needs Students.
Pub Date-Dec 81
Note-11p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Choice, Certification, Curriculum Development, *Disabilities, *Disadvantaged, Individualized Education Programs, Individual Needs, Informal Assessment, Needs Assessment,

*Postsecondary Education, Program Development, *Secondary Education, Statewide Planning, Student Evaluation, Student Placement, Vocational Aptitude, *Vocational Education
Identifiers-*Vocational Assessment, *Vocational Evaluation

Comprehensive vocational assessment needs to become an integral part of vocational programming in secondary and postsecondary schools, since it is crucial in developing appropriate individualized education plans for students with special needs. A prime focus for vocational assessment should be entrance into vocational education courses. It should be based on needs of each particular student (individualized) and on entrance criteria. Major assessment techniques available for use include medical, psychological, educational, and social assessments; interviews; informal teacher assessments; standardized vocational aptitude and interest tests; vocational counseling; dexterity and coordination tests; work samples; career exploration; systematic behavior observation; and tryouts. The target population should be special needs students who should be assessed one year prior to placement in vocational education. Informal assessment to help guide students into prevocational activities can also be used to determine need for programs and curricula State required vocational assessment should be administered so input comes from informal teacher assessments and formal, comprehensive vocational evaluation. It is best implemented through a team effort headed by a vocational evaluation specialist who has been state-certified. Such specialists require graduate training while they and team members also require continuing inservice. (YLB)

ED 211 858 CE 031 287

Greenwood, Katy And Others

An Assessment of Supplemental Vocational Education Assistance in Texas. Title II, Section 204, Comprehensive Employment and Training Amendments of 1978 (P. L. 94-524).

Texas A and M Univ., College Station. Texas Engineering Experiment Station.

Spons Agency-Texas State Dept. of Community Affairs, Austin.

Pub Date-1 May 81

Note-86p.; For related documents see CE 031 283-288.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Attitudes, Coordination, Educational Cooperation, Educational Finance, Educational Policy, Employment Programs, Federal Aid, Federal Legislation, Federal Programs, *Financial Support, *Job Training, Linking Agents, Literature Reviews, National Surveys, Program Descriptions, Program Evaluation, *Program Implementation, Scheduling, *State Programs, Statewide Planning, *Vocational Education

Identifiers-*Comprehensive Employment and Training Act, Department of Labor, *Education for Work Linkage Project, Texas

This report describes the ways in which the funds for supplemental vocational assistance provided by Title II, Part A, section 204 of the Comprehensive Employment and Training Act (CETA) amendments of 1978 have been used to provide services for eligible CETA participants in Texas. Outlined first are the climate and the background of CETA/education coordination and linkages. The intent and regulations pertaining to Title II, section 204 are explained. Reviewed next are previous studies on CETA/vocational education coordination. A framework is provided for assessing section 204 in Texas. In a discussion of the status of section 204 in Texas the following areas are covered: non-financial agreements, prime sponsor attitudes, and current and potential program/service deliverer attitudes. A national survey of state 204 programs is summarized, with particular attention to distribution and allocation of 204 funds, types and levels of education programs using 204 funds, scheduling patterns of 204 programs, monitoring/assessment of 204 programs, and significant aspects of individual programs. Conclusions and recommendations are made concerning legislative provisions, assumptions underlying section 204, communicating the opportunities of section 204, and attitudes concerning the section. (Other Education for Work Linkage Project reports are available separately see note.) (MN)

ED 211 963 CS 006 472

Gambrell, Linda B.

Induced Mental Imagery and the Text Prediction Performance of First and Third Graders.

Pub Date-Dec 81

Note-12p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Grade 1, Grade 3, Primary Education, *Prior Learning, *Reading Comprehension, Reading Instruction, *Reading Research, *Recall (Psychology), Short Term Memory

Identifiers-*Induced Mental Imagery, Schemata

A study investigated the hypothesis that mental imagery facilitates access to prior knowledge and therefore enhances the ability to infer and make text-relevant predictions. The subjects, 29 first grade and 29 third grade students, were randomly assigned to either an experimental group where they were instructed to make pictures in their head to help them remember the story as they read, or a control group where they were told simply to think about what they were reading to help them remember. A short story, which was written at first grade and third grade readability levels, was divided into five sections at points in the story where predictions about forthcoming events could be made and used as stimuli. Immediately following the silent reading of each of the five sections of the story, the subjects responded to a prediction question. The recorded responses were scored for reference to explicit facts, prediction statements, and accuracy of prediction. The results supported the hypothesis that induced mental imagery enhances the ability to infer and make text predictions for third grade students, but not for the younger subjects. (HTH)

ED 212 067 EA 014 341

Larter, Sylvia J.

The Satellite Learning Center Project at Balmy Beach School. Description and Evaluation. Research Service Toronto Board of Education (Ontario). Research Dept.

Report No.-ISBN-0-88881-161-6
Pub Date-Apr 81
Note-68p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Case Studies, Classrooms, Educational Needs, Elementary Education, Foreign Countries, Individual Instruction, Program Evaluation, Questionnaires, Records (Forms), *Special Education, *Special Education Teachers, Teacher Attitudes, *Teaching Assistants
Identifiers-*Balmy Beach Community School ON, Ontario (Toronto), *Satellite Learning Center Project

To meet the needs of students waiting to participate in special education programs already filled to capacity, Balmy Beach (Ontario) Community School, an elementary school in the Toronto public school system, established a satellite learning center project. The program kept the students in their regular classrooms while a satellite assistant,'' under the direction of the special education teacher in the regular learning center, moved from class to class to give the children individualized special education. To evaluate the project, data gathering included case studies of all 14 participating students, parent and staff interviews, a questionnaire survey of student attitudes, classroom observation, and staff activities logs. The data indicate that the project helped the participating students, had no deleterious effects on other students in the classrooms or the regular learning center, and was endorsed by the teachers and favored by the parents. Thirteen appendices provide the interview schedules, the questionnaire, observation schedules, case study and log forms, and a brief glossary. (Author/RW)

ED 212 109 EC 141 512

Disparities Still Exist in Who Gets Special Education. Report to the Chairman, Subcommittee on Select Education, Committee on Education and Labor, House of Representatives by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Report No.-IPE-81-1

Pub Date-30 Sep 81

Note-143p.

Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760.

Pub Type- Information Analyses (070) - Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Compliance (Legal), *Disabilities, Elementary Secondary Education, Eligibility, Federal Legislation, *Handicap Identification, Incidence, *Program Effectiveness, Referral, *Special Education, State Standards, Student Characteristics

Identifiers-*Education for All Handicapped Children Act

The report examines the impact of P.L. 94-142, the Education for All Handicapped Children Act, and other federal laws on the numbers and types of handicapped children who receive special education services. It is explained that the study resulted from analysis of 13 evaluation studies and two databases on the impact of the legislation. Research questions are listed as well as summarized information on the studies and databases. Five issues are addressed in separate chapters (sample findings in parentheses): the numbers and characteristics of students receiving special education (the typical child in special education was young, male, and mildly handicapped); the number of unserved or underserved eligible children (few unserved children were noted; more studies pointed to the existence of underserved students including 3 to 5 year olds, secondary level, 18 to 21 year olds, emotionally disturbed, and migrant students); overrepresentation (learning disabled children exceed the totals in other handicapping conditions and minority groups are also overrepresented); and factors influencing who receives special education (state definitions and eligibility criteria, along with teacher attitudes and judgments affect referrals to special education). Included among six appendixes are assessments of each of the studies used in the evaluation. (CL)

ED 212 132 FL 012 720

Pierson, Herbert D. Bond, Michael H.

The Impact of Interviewer Language and Ethnicity on the Perceptions of Chinese Bilinguals. Occasional Paper No. 96.

Chinese Univ. of Hong Kong, Kowloon.
Pub Date-Sep 81
Note-18p.; Paper presented at the Joint IACCP-ICP Asian Regional Meeting (Taipei, Taiwan, August 10-12, 1981). Prepared through the Social Research Centre.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingualism, Cantonese, *Culture Contact, English (Second Language), *Ethnicity, Ethnic Relations, Interviews, *Language Attitudes, Language Research, Young Adults
Identifiers-Chinese People, Foreign Countries, Hong Kong

Part of an overall study of the nonverbal behavior of Chinese bilinguals consisted of research to determine the extent to which the perceptual patterns of bilinguals in a cross-cultural environment are affected by the manipulation of variables for topic, ethnicity, and language. Sixty-four female university students were interviewed on videotape by either a Chinese or an American partner, on either friendship or cultural differences, and in either English or Cantonese. Subjects completed a 20-item semantic differential scale on which they rated themselves and their partner. Results indicated that the subjects rated the American interviewers more positively than the Chinese interviewers, but had a marked preference for the use of Cantonese during the interviews. One plausible reason for the first result is that the subjects were English majors who by virtue of this choice were moving away from an ethnic enclosure and preservation mentality. (Author)

ED 212 190 HE 014 624

Ellis, Susanne D.
Employment Survey 1980. AIP Report.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
Report No.-AIP-R-282.4
Pub Date-Sep 81

Note-9p.
Available from-American Institute of Physics, 335 East 45 St., New York, NY 10017.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Astronomy, Bachelors Degrees, *College Graduates, Degrees (Academic), Doctoral Degrees, *Education Work Relationship, Employers, *Employment Opportunities, Employment Patterns, Employment Statistics, Fellowships, Females, Foreign Students, Graduate Surveys, Higher Education, Majors (Students), Masters Degrees, *Physics, Postdoctoral Education, Sex Differences, Vocational Followup

The employment status of 1980 degree recipients in physics and astronomy was surveyed. For physics degree recipients, the majority of bachelors and masters required two months or less to accept suitable employment, while the majority of doctoral graduates required three months or longer. Information is presented on changes in occupational status of physics and astronomy degree recipients between the summer of 1980 and the following winter. The characteristics of graduates who were employed full-time or undertaking temporary postdoctoral fellowships are compared in relation to: sex, age, citizenship, type of research, and major subfields. The proportions of women and foreign degree recipients increased in both the physics and astronomy professions, and fewer doctoral physicists changed subfield as they accepted potentially permanent positions. A listing of the major subfields of the physics dissertations shows that for subfields like plasma or optics a very high proportion of graduates secure potentially permanent positions. The length of postdoctoral fellowships for 1980 degree recipients is considered in relation to citizenship, selected subfields, and postdoctoral plan. Data on employers of new doctoral physicists show that industry accounts for half of the positions accepted; specific work activities of these physicists are indicated. Data on masters-level physicists show that: the type of institution attended is influential in determining initial employment; and four out of five new masters start employment in physics-related positions. Almost 80 percent of masters and bachelors physicists found their initial employment challenging. An estimated 70 out of 165 astronomy bachelors were interested in immediate employment rather than pursuing a career in astronomy; of the 24 respondents, 11 found astronomy-related work. (SW)

ED 211 666 CE 030 545

Barnard, Wynette S.

Impact Assessment of Research and Development Program Improvement Efforts.

Pub Date-7 Dec 81

Note-12p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 7, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research, Evaluation, *Evaluation Methods, Higher Education, *Program Effectiveness, *Program Improvement, Research and Development Centers, Research Projects, *Vocational Education

Identifiers-*Impact Studies

Impact must be defined before it can be assessed. Part of the definition is that impact is the consequences of funded vocational education research and development projects and programs, not just the fact of the dissemination of the products of the projects. Programs are defined as a group of funded research and development improvement projects that are seen as having related goals. Impact can be both short term and long term. Short term impact is the consequence(s) of a program improvement project and can be asssessed at the end of the funded life of a project. Long term impact is the consequence(s) of the research and development programs resulting from contributions of several related improvement projects, and is assessed 12 months or more after the funding of three or more of the projects has ceased. Within both short term and long term impact, there are several different types of impact, e.g., intended or unintended, direct or indirect, and positive or negative. The flexible impact assessment system of the Research and Development Section in Illinois begins at the planning stage. The program goals, identified by the Research and Development staff, provide a framework for identifying long term impact. The objectives for meeting program goals become project goals which serve as a basis for identifying short term impact. Project staff participate in impact assessment from project writing through the life of the project. This impact assessment system uses a naturalistic inquiry approach. Data are collected from project staff at the end of projects; in-depth assessment of seven to ten projects is performed; and long term impact is assessed by program area. The information developed is used for further research and project funding considerations. (KC)

ED 211 683 CE 030 911

Flugman, Bert And Others
Interpersonal Skill Training to Facilitate the Employment of Handicapped Students.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency-New York State Education Dept., Albany. Bureau of Grants Administration.
Report No.-CASE-04-82
Pub Date-Oct 81
Grant-VEA-53-81-0391
Note-11p.; For a related document see ED 199 530.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Guides, College Students, Community Colleges, Counseling Services, *Disabilities, *Employment Potential, Field Tests, *Guides, Inservice Education, Instructional Materials, *Interpersonal Competence, Job Skills, *Material Development, *Student Personnel Services, Two Year Colleges

A curriculum development project was carried out during 1979-81 to develop a teaching tool to be used to improve interpersonal skills of disabled community college students. The emphasis was on developing skills that can be used in obtaining and maintaining employment. The main activity of the project was to prepare a field-tested manual for use by student personnel staffs in training disabled students in higher-order interpersonal skills. The manual was written after a literature review to identify various approaches to interpersonal skill training. The first draft of the manual was organized around the following four elements: micro skills, complex interactions, work-related encounters, and critical situations. In the draft manual, each skill area was defined, the importance of its acquisition elaborated upon, and specific methods of training for its acquisition described. The manual also included applications of the skills to social, school, and other nonemployment situations. Real-life situations were provided as examples for practice in using the skills. The manual was field tested at three community colleges selected because of their known commitment to disabled students. As a result of the field testing, the manual was revised in format to that of a workbook to allow active participation; a standard chapter format that emphasized the importance of skill development was created; and a seven-page leaders' introduction was added, along with other substantial changes. The product of the study is the field tested manual, which can be used by college guidance and student personnel staffs. (KC)

ED 211 736 CE 031 011

Wentling, Tim L.

A Survey of State Evaluation Practices in Vocational Education.

Illinois Univ., Champaign.

Spons Agency-National Association of State Directors of Vocational Education.; National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.

Pub Date-Jul 81

Note-31p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Research, National Surveys, *Program Effectiveness, *Program Evaluation, *Program Implementation, Program Improvement, Questionnaires, State Departments of Education, *State Programs, Vocational Directors, *Vocational Education

Identifiers-Vocational Education Study

A study was undertaken to provide a third analysis of implementation of evaluation requirements in vocational education and of their perceived effectiveness and utility. The sample included the total population of Directors of Vocational Education for the United States and its territories; 50 directors completed the questionnaire. All respondents indicated they had either fully implemented or were in the process of implementing the mandated evaluation activities. Program improvement was the primary reason for adopting current evaluation practices. Employer feedback and placement of former students were identified as the most often identified indicators of program quality. Student followup and employer assessment of former students were the most fully implemented evaluation activities. Assessment of student performance and of special needs services remained the least implemented activities. Respondents were generally satisfied with their state's system for evaluating vocational programs. They also indicated a high level of usefulness of evaluation activities. Specific purposes for which they were used were making improvements, preparing accountability reports, and aiding decision making. Recommendations for further development of federal policy were emphasizing evaluation's improvement function and keeping requirements for evaluation procedures consistent. (Study questions are provided with conclusions and evidence/responses. An approach for evaluation for and of improvement is suggested.) (YLB)

ED 211 753 CE 031 037

McBain, Susan L.

Module 4.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-33p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100G2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, *Ornamental Horticulture, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods
Identifiers-*Entrepreneurship, *Gardening, Small Businesses

This is the fourth in a set of 36 teaching guides for the Entrepreneurship Training modules and accompanies CE 031 036. Its purpose is to give students some idea of what it is like to own and operate a garden center. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Garden Center; Choosing a Location; Getting Money to Start; Being in Charge; Buying and Keeping Track of Supplies; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study, responses to individual activities, responses to discussion questions, and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 788 CE 031 072

Kingi, Marcelle
Getting Down to Business: Restaurant Business, Module 22. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-91p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100DD1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education
Identifiers-*Entrepreneurship, *Restaurant Management, Small Businesses

This module on owning and operating a restaurant is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are: planning your business (services, customers, and competition; personal qualities and skills; competition; image; legalities); choosing a location (competition; possible income; transportation); getting money to start (resume; business description; statement of financial need); being in charge (tasks; selecting job applicants; personal interview; personal references; employee training); setting prices (food costs; wages and other operating expenses; competition; profit); advertising and selling (initiating the sale; understanding your customers; types of ads); keeping financial records (guest check; daily cash sheet); buying and keeping track of supplies (suppliers and their terms; ordering food; purchase orders; inventory control); and keeping your business successful (profit/loss statement; net profits; changing your business to increase sales). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

Occupational Proficiency Training Program. Final Report, 1980-81.
Evaluation Systems Design, Inc., Tallahassee, Fla.
Spons Agency-Department of Education, Washington, D.C.; Georgia State Dept. of Education, Atlanta.
Pub Date-Aug 81
Note-31p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Educational Diagnosis, Grade 9, Job Skills, Parent Attitudes, *Potential Dropouts, Pretests Posttests, Program Descriptions, Program Effectiveness, Program Evaluation, *Remedial Mathematics, Remedial Programs, *Remedial Reading, Secondary Education, Student Attitudes, Student Placement, Surveys, Teacher Attitudes, *Vocational Education
Identifiers-*Occupational Proficiency

The Occupational Proficiency Training (OPT) Program was initiated to identify potential dropouts and place them in an alternative vocational education program. Remedial communication and mathematics classes were also included in the program's design. In the first year 21 ninth grade students 14 years of age and two years behind grade were selected. To determine knowledge of and attitude about the program, surveys were conducted of students in the OPT program, their parents, and teachers of vocational education and remedial reading and mathematics. Results indicated students and parents were knowledgeable about and pleased with the program. Teacher comments were also positive. The California Achievement Test (CAT) was administered as a pretest/posttest to all Mitchell County High School students. On the pretest regular students (highest scores) performed higher than non OPT (qualified but not selected for OPT), OPT, and vocational education students. Score analysis indicated that regular students scored highest on pretest/posttests; vocational education students scored next highest; non OPT students scored third highest; and OPT students were low scorers. Improvements were noted in reading scores across all groups. Increases were greatest for OPT students. Mathematics scores improved for some groups but decreased for OPT students. (Nine data tables are provided.) (YLB)

ED 211 900 CG 015 693

Whitbourne, Susan Krauss
Validation of an Interview Measure of Adult Work Identity.
Spons Agency-Rochester Univ., N.Y.; Spencer Foundation, Chicago, Ill.
Pub Date-Aug 81
Note-36p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Development, Adults, *Affective Measures, *Cognitive Measurement, Counseling, *Job Satisfaction, *Self Concept, Test Reliability, Test Validity, Vocational Adjustment, *Work Attitudes
Identifiers-*Identity Status Interview

Marcia's adolescent identity status interview combines objective scoring with a clinical approach to investigate Erikson's theory in terms of the identity crisis of adolescence. Marcia's interview was extended to adult identity processes by redefining the crisis and commitment dimensions of strength (of involvement in work) and flexibility (of adherence to present work position). Within the strength and flexibility dimensions, sub-dimensional components were defined according to a cognitive-affective distinction. Adults (N 71) seeking counseling at a university vocational-educational counseling center were given the identity interview independently of a counseling center interview used for initial screening. Strength sub-dimensional scores were related to reason-for-seeking counseling in a manner generally consistent with expectation when the cognitive and affective components were jointly treated. Validity of the flexibility dimension was limited to the affective sub-dimensional component. The results support the reliability of both identity process dimensions, and show identity processes to be characterizable along a multi-faceted set of dimensions, varying according to type of cognitive or affective process. (Author/NRB)

ED 211 921 CS 006 389

Smith, Lawrence L.

An Assessment Report of the State of the Arts in Basic Skills Instruction.

Pub Date-Nov 81

Note-84p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Basic Skills, Behavioral Objectives, *Educational Assessment, *Educational Needs, Elementary Secondary Education, *Mathematics Instruction, *Needs Assessment, *Reading Instruction, State Standards, State Surveys, Student Evaluation, *Student Needs

Identifiers-*Florida

Presenting results from a project that analyzed four years of student scores on the Florida State Student Assessment Test (SSAT), this paper first provides background information on why the study was undertaken (to determine student needs and teacher training needs) and how the data were collected and analyzed. The bulk of the report, a two-part discussion of student performance on 13 reading and 24 mathematics performance objectives, examines those enabling skills and objectives with which third, fifth, eighth, and eleventh grade students had the most difficulty. The report focuses on the following skills or objectives: (1) determining word meaning from context; (2) recognizing fantasy, fact, and opinion; (3) recognizing irrelevant and invalid statements; (4) adding and subtracting fractions; (5) solving real-world problems involving fractions, decimals, and percentages; and (6) solving money problems. Following the section on results are a summary of the data and lists of recommendations for teachers, school administrators, and colleges of education. Sample test items from the SSAT are appended. (RL)

ED 211 942 CS 006 449

Stitch, Thomas

The Basic Skills Movement: Its Impact on Literacy. Literacy: Meeting the Challenge.

Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date-80

Note-21p.; Paper presented at the National Right to Read Conference (Washington, DC, May 27-29, 1978). For related documents see ED 190 997 and CS 006 442-448.

Available from-Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Theories, *Educational Trends, Language Acquisition, *Language Processing, *Literacy, *Reading Instruction, Reading Skills, Vocabulary Development

Identifiers-*Back to Basics, Print Awareness

The last of eight related documents, this booklet is part of a series of papers presented at the 1978 National Right to Read Conference examining issues and problems in literacy. In examining the impact of the back to basics movement on literacy, the booklet cites evidence that the movement suffers from a lack of consensus on the meaning of literacy. It then develops a concept of literacy, using two perspectives to analyze the concept's two interdependent strands: the first referring to learning the language by eye as well as by ear, and the second referring to learning new vocabulary and concepts found in print and new skills for processing printed information. (HTH)

Linn, Michael D.
Stylistic Variation in Black English Vernacular and the Teaching of College Composition.
Pub Date- 75
Note-14p.
Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Dialects, *Black Students, Change Strategies, Classroom Techniques, College Students, English Instruction, Higher Education, *Language Attitudes, *Language Styles, Language Usage, *Standard Spoken Usage, Teaching Methods, *Writing Instruction

Research indicates that most blacks shift between a variety of social registers to produce inherent variability in the features of their speech, which in turn causes problems for college composition instruction. Writing teachers must avoid holding a stereotypic view of black speech, be sensitive to the varying social registers of black speech, and make black students understand that the use of standard English variants does not necessitate a rejection of the students' own culture in favor of white middle class culture. Black students are accustomed to performing in high context situations, where there is a high degree of familiarity with the situation and the people in it and, consequently, an awareness of what social register of language to use. This contrasts with the writing classroom's low context environment and low degree of shared knowledge. By demonstrating the differences between formal, low context style and informal, high context style, and noting when each should be used, writing teachers can be more effective in helping black students make the transition to college writing. (RL)

ED 212 005 CS 503 707

Remland, Martin And Others

Evaluations of Out-of-Role Implicit Behavior for Male and Female Managers.

Pub Date-Nov 81

Note-23p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrators, Androgyny, *Behavioral Science Research, Behavior Patterns, College Students, Females, Interpersonal Relationship, *Leadership, Males, Nonverbal Communication, Organizational Communication, *Role Perception, *Sex Role, Sex Stereotypes, Status

A study was conducted to examine whether androgynous individuals would view out-of-role implicit behavior by both male and female managers more positively than would either masculine or feminine individuals and whether low status behavior by the managers would be rated as being more considerate than high status behavior. Two weeks after completing a Personal Attributes Questionnaire (PAQ), which includes masculine, feminine, and androgynous scales, 384 college students were given a case study and asked to evaluate the leadership behavior of the manager described in the situation. Based on their PAQ classification, subjects were randomly assigned to one of four different versions of the case male/high status, male/low status, female/high status, and female/low status and asked to complete the Leadership Rating Form, which measures the problem solving factor and the consideration factor in management. The results indicated that leadership evaluations were not affected by interactions between the manager's sex and implicit displays of status or the psychological sex of the evaluators. However, managers displaying low status were evaluated as more considerate than managers displaying high status. (HTH)

Hur, K. Kyoon

Asian American Media and Audiences: An Institutional and Audience Analysis.

Pub Date-May 81
Note-26p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Asian Americans, Communication Research, Ethnicity, *Ethnography, *Mass Media, *Media Research, Research Needs, Use Studies
Identifiers-*Audience Analysis, *Media Use

Noting that despite increasing research into ethnic minority media and audience analysis, specific Asian American populations and the media serving them have been largely ignored, this paper identifies and examines the media organizations serving various Asian American populations. The first part of the paper reviews the growth of Asian American audiences specifically Chinese, Filipinos, Japanese, and Koreans and their general demographic characteristics. The second section of the paper examines the Asian American media operating in the Los Angeles, California, area, where large numbers of Asian Americans live. The third section analyzes data gathered from several studies of Asian American audiences and their media habits, communication channels, and other media behaviors. From this analysis, the paper draws the following conclusions: (1) there is an evolutionary process in the growth of Asian American media; (2) there is a pattern of inequality in Asian American media services for their audiences in general; (3) the content of Asian American media is generally designed to meet the needs of audiences by emphasizing news about the community and the native country, along with cultural and entertainment news; and (4) there is a pattern of dependency on their own media by Asian Americans. (FL)

ED 212 047 EA 014 320

Wholeben, Brent E. And Others

Validating Educational Programs for Exportability across State Lines. A Manual for Implementing IVP.

Pub Date-Jun 80

Note-43p.; For a related document, see EA 014 321.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Demonstration Programs, *Educational Assessment, *Evaluation Methods, *Program Validation, Records (Forms), Success

Identifiers-*Interstate Validation Process

The Interstate Validation Process (IVP-)is a method of validating educational practices for dissemination across state lines. The IVP was developed because no validation procedures for disseminating non-federally-funded programs were accepted by all states in the U.S. Department of Education's Region X, and because it was felt that such procedures could be developed. The authors identify the critical elements in the IVP, including cost-effectiveness and interstate acceptability, and list the types of evidence needed to prove a program successful, such as documented changes in student learning, attainment of managerial effectiveness, and improvements in staff utilization. An overview of the IVP procedure notes the steps in the process and the need for qualifications and training for the personnel carrying out the validations. The steps in the IVP include applicant information, an abstract of the project, and evidence of success and of

exportability'' across state lines. Evidence of exportability is determined by programs' educational significance, target population, costs, and requirements for staff and equipment. The manual also provides sample forms for the IVP steps and a sample IVP team report. (RW)

Narvaez, Dabney

Sharing Social Meaning in the Bilingual Classroom: A Study of Requests.

National Council of Teachers of English, Urbana, Ill. Research Foundation.
Pub Date-Apr 81
Note-25p.; Paper presented at the AERA Annual Meeting (Los Angeles, CA, April 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, *Classroom Communication, Communicative Competence (Languages), *Discourse Analysis, *English (Second Language), Nonverbal Communication, Preschool Children, Preschool Education, *Second Language Learning, *Spanish Speaking, Student Teacher Relationship

This paper describes how two four-year-old children who are becoming bilingual (Spanish and English) make requests in the classroom. Emerging patterns include: (1) a tendency to rely more heavily on requests for action and attention then requests for information and permission, (2) a tendency to make requests of peers more frequently than of teachers, (3) overall competence in making requests of most types in both languages with one language favored depending upon playmates and activities, (4) discourse patterns for the children were different in each language, and (5) a high level of success by both children in making requests in both languages with teachers and peers. Judging from the children's strong reliance on certain request types more than others, it appears that for children becoming bilingual, certain requests may be more useful or needed in carrying on classroom conversation. In addition, the results suggest that very young second language speakers quickly learn to make the distinction between teacher talk and peer talk not only in their native language, but also in their second language. (JK)

ED 211 806 CE 031 090

McFarlane, Carolyn

Getting Down to Business: Auto Body Shop, Module 31. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-99p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100KK1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Auto Mechanics, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating an auto repair shop is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions; and a group activity. Units (and subject matter) in this module are planning your business (personal qualities; trends; services; customers; competition; special services; permits); choosing a location (picking an area; picking a building); getting money to start (business description; statement of financial need); being in charge (dividing the work; hiring workers; training workers; keeping your workers happy); organizing the work (describing the work; scheduling the work; checking the work); setting prices (two ways of pricing; cost of goods sold; operating expenses; profit; competition; customer demand); advertising and selling (how to plan your advertising; what media to use; what to say in your ads); keeping financial records (cash and credit; work order form; daily cash sheet); and keeping your business successful (profit/loss statement; keeping profits high; changing or improving your services). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

McGuire, Thomas G., Ed. Weisbrod, Burton A., Ed.
Economics and Mental Health. Mental Health Service System Reports, Series EN No. 1.
Birch & Davis Associates, Inc., Silver Spring, Md.
Spons Agency-National Inst. of Mental Health (DHHS/PHS), Rockville, Md. Div. of Biometry and Epidemiology.
Report No.-DHHS-ADM-81-1114
Pub Date-81
Contract-282-79-0080-SH
Note-105p.; Revisions of papers presented at the Conference on Economics and Mental Health (Bethesda, MD, December 13-14, 1979).
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($4.00).
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Community Programs, Counseling Effectiveness, Decision Making, *Deinstitutionalization (of Disabled), Economic Research, *Economics, *Insurance, *Mental Health, Program Descriptions, Public Policy, *Research Needs, State of the Art Reviews, *Therapy

The papers in this volume are revisions of those presented at the Conference on Economics and Mental Health. The purposes of these papers and the conference at which they were discussed were to identify issues to facilitate wise public decision-making about mental health care, to assess the current state of knowledge, and to suggest directions for economic research. The five papers consider difficulties caused by the lack of adequate understanding of what constitutes mental health,'' and the lack of consensus about the effectiveness of various forms of therapy. The first paper analyzes the benefits and costs of alternative mental illness therapies. The next paper explores the extent to which insurance stimulates demand and considers the potential long-term effects of widespread insurance coverage on demand for mental health services. Two subsequent papers highlight the need for improved understanding of the nature of the varied resources employed in the mental health care industry. The growing political and professional pressures for deinstitutionalization and the problems of substituting community-based therapies are the focal point of the final paper. (NRB)

ED 212 088 EA 014 367

Braverman, June R.

Educational Malpractice: Fantasy or Reality?

Iowa Univ., Iowa City. Inst. for School Executives.
Pub Date-Jan 82
Note-6p.
Available From-Editor, The Executive Review, Institute for School Executives, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 ($1.00).
Journal Cit-Executive Review; v2 n3 p1-5 Jan 1982
Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Responsibility, Court Litigation, *Educational Malpractice, *Educational Quality, Elementary Secondary Education, Equal Education, *School Law, Teacher Responsibility

Three educational malpractice cases and the issues arising from them are examined in this article. The cases are examined in terms of whether school administrators, teachers, and guidance counselors owe a legal duty to students to exercise the ordinary skill and competence of a reasonable and prudent member of their profession; whether educators should be accountable for failure to exercise due care in the discharge of their school duties; and whether the broad areas of tort law (negligence, intentional tort, and misrepresentation) exist in educational malpractice cases. Although the plaintiffs lost, the cases are credited with bringing forth the issues and problems inherent in educational malpractice litigation. (Author/MLF)

ED 211 702 CE 030 945

Reaching the Hard-to-Reach Parent. Community Education Proven Practices II.

Arizona State Dept. of Education, Phoenix.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Oct 81
Grant-G008006223
Note-15p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alienation, Apathy, *Basic Skills, *One Parent Family, Parent Attitudes, *Parent Participation, *Parent School Relationship, *Parent Student Relationship

Identifiers-*Limited English Speaking

Intended for school administrators and teachers, this booklet describes ideas for improving communication between the school and hard-to-reach parents and the process used to obtain them. In the first section the four steps in the process of obtaining such ideas and information are outlined. These are: (1) arranging the meeting of representatives of parents and community members, (2) orienting the participants (purpose of meeting, procedures, rules for brainstorming), (3) conducting the brainstorming session, and (4) summarizing, reporting, and implementing the results. The next section presents ideas selected from brainstorming sessions with hard-to-reach parents. These ideas are divided into the categories of parents with which they are intended for use: disinterested/alienated, single, and limited English speaking. For each group of parents these types of ideas are presented: concerns relative to their children's school achievement, ways to improve communication with the parent, and ways the school can encourage the parent to work with his/her children on the basic skills. (YLB)

ED 211 720 CE 030 989

MacArthur, Charles A., Ed. Allen, Carter, Ed.

Vocational Education for the Handicapped: Models for Preparing Personnel. Personnel Development Series: Document 1.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

Spons Agency-Office of Special Education (ED), Washington, D.C. Div. of Personnel Preparation.

Pub Date-Oct 81

Grant-G007900952

Note-243p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Advisory Committees, Agency Cooperation, Career Education, Comprehensive Programs, *Disabilities, Educational Cooperation, Educational History, Educational Policy, Educational Resources, Education Work Relationship, Federal Aid, *Inservice Teacher Education, Interdisciplinary Approach, Learning Activities, Masters Programs, Models, Objectives, *Preservice Teacher Education, *Program Development, Secondary Education, *Special Education, Staff Development, *Vocational Education

This collection contains descriptions of 10 projects to prepare personnel to provide vocational education to special needs students. Included in each project report are an overview of project goals and activities, strategies found to be effective, problems encountered during the project, major resources required to operate the program, and the materials and expertise that the project has available to share with others. The following issues and training programs are discussed in the individual reports: federal perspectives on preparing vocational personnel to serve handicapped students; collaborative policy development for implementing free appropriate vocational education for handicapped youth; inservice support for the transition from education to work; a training-based, interagency approach to providing a comprehensive vocational special services program to secondary aged youth; training teams for leadership in opening gates; training teachers as inservice education providers; inservice training in delivering comprehensive vocational and career education services; training advisory council members about comprehensive vocational education for handicapped individuals; interdisciplinary personnel preparation in career/vocational education for the handicapped; a cooperative, interdisciplinary personnel development project in vocational/career education for the handicapped; and a master's degree program in vocational/special education. (MN)

ED 211 771 CE 031 055

Rassen, Rachel L.
Getting Down to Business: Innkeeping, Module 13. Teacher Guide. Entrepreneurship Training Components.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-27p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100X2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, *Hotels, Information Sources, Learning Activities, Learning Modules, Money Management, *Recordkeeping, Salesmanship, Secondary Education, Teaching Methods
Identifiers-*Entrepreneurship, *Hospitality Occupations, Small Businesses

This is the thirteenth in a set of 36 teacher guides to the Entrepreneurial Training Modules and accompanies CE 031 054. Its purpose is to give students some idea of what it is like to own and operate an inn. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning an Inn; Choosing a Location; Getting Money to Start; Being in Charge; Keeping Track of Supplies and Schedules; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 841 CE 031 203

Shocklee, Georgia

Implementing Sex Equity in Vocational Education.

Black River Vocational-Technical School, Pocahontas, Ark.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-21 Oct 81
Note-74p.; For a related document see CE 031 204.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Resources, Employment Patterns, Equal Education, Federal Legislation, Females, Inservice Teacher Education, Job Placement, Learning Activities, Males, *Nontraditional Occupations, Nontraditional Students, Postsecondary Education, Preservice Teacher Education, *Program Implementation, Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Student Recruitment, *Teacher Education, Test Items, Textbooks, Units of Study, *Vocational Education

This publication contains five teaching units for implementing sex equity into vocational education. The units, prepared for preservice or inservice teacher education courses, can be adapted to various teacher situations. Units cover sex equity legislation and definitions; facts and figures about women in the workforce; methods of recruiting male and female students into nontraditional educational programs; remedying sex discrimination in actions, language, teaching practices, curriculum, and facilities; and assisting students to obtain sex-fair placement in jobs. There are generally eight sections to each unit, with each section corresponding to a purpose within the total unit. The sections include the unit title, purpose, and specific objectives; suggested activities and instructional materials; information sheet; transparency masters; assignment sheets; answers to assignment sheets; tests; and answers to test. The units also can be used by teachers with secondary or postsecondary students, with some adaptations. (KC)

ED 211 859 CE 031 288

Greenwood, Katy And Others
The Texas Economy: Potential for Job Training.
Texas A and M Univ., College Station. Texas Engineering Experiment Station.
Spons Agency-Texas State Dept. of Community Affairs, Austin.
Pub Date-Sep 81
Note-123p.; For related documents see CE 031 283-287
Pub Type- Information Analyses (070) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Economic Climate, *Economic Development, Economic Factors, Educational Economics, *Employment Patterns, Employment Projections, Futures (of Society), Income, *Job Training, Population Distribution, Population Trends, *Statewide Planning, Trend Analysis
Identifiers-*Education for Work Linkage Project, *Texas

Designed for use as a resource by state and local level vocational education professionals and policymakers, this report provides information pertaining to the current economic conditions within Texas, the nature and measurement of economic activity, prevailing economic trends, and projections for the future. Outlined first are current economic conditions within the state and the perspectives of representatives from the state's political, educational, business/industry, and banking communities. In a detailed examination of economic development of Texas state planning regions the following topics are covered: the nature and measurement of economic activity, national and state economic trends, future economic trends in Texas, economic development in each of the 24 Texas state planning regions, the economic ranking of the regions, recapitulation of the regional economies, local economic development allies, and regional population projections. Tables summarizing the percentage of total personal income and local quotients for 14 sources of income are included for each of the 24 planning regions. Appended to the report are lists of the component counties of each Texas state planning region. (Other Education for Work Linkage Project reports are available separately see note.) (MN)

ED 211 943 . CS 006 450

Jones, Edward V.
Reading Instruction for the Adult Illiterate.
American Library Association, Chicago, Ill.
Report No.-ISBN-0-8389-0317-7
Pub Date-81
Note-169p.
Available from-American Library Association, 50 East Huron, Chicago, IL 60611 ($12.50 cloth).
Pub Type- Books (010) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Adult Basic Education, Adults, *Illiteracy, *Prior Learning, Reading Diagnosis, *Reading Instruction, Reading Processes, *Reading Programs, *Remedial Instruction, Remedial Reading, Word Recognition

Intended for current or prospective teachers of illiterate adults, this book highlights both some motivational and environmental factors that may particularly affect the classroom performance of adult remedial readers and the areas where the backgrounds, experiences, and expectations of teachers and learners are apt to differ. Following an introduction, chapters in the first section of the book provide a profile of the adult illiterate, discussing the scope of illiteracy and the background and prior learning of adult illiterates. The chapters in the second part of the book provide a program of adult reading instruction, discussing such factors as the reading process, word identification, reading diagnosis and assessment, and writing in support of reading. (HTH)

Laine, Chet

An Overview of an Inservice Content Area Reading Program.

Pub Date-Dec 81
Note-6p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981). For related document see CS 006 474-476.
Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Area Reading, Elementary Secondary Education, *Inservice Teacher Education, Literature Reviews, Models, Program Descriptions, *Program Development, Reading Instruction, Teacher Improvement, *Teacher Workshops

As part of the work from the Content Area Reading Project (CARP), which focuses on inservice teacher education in content area reading, this paper provides an overview of inservice content area reading within the CARP model. The first section of the paper reviews the literature on inservice education and indicates the serious problems with traditional approaches to inservice education, particularly when it focuses on content area reading. The second section of the paper presents information on an inservice content area reading program, one providing a series of monthly inservice sessions that coordinate discussions of theory with followup activities in the classrooms. This section also presents information on the planning stages, assumptions, goals, and organization of the three-year CARP model for implementing an inservice content area reading program. (RL)

ED 212 068 EA 014 342

Cheng, Meisy And Others

A Study of Two Types of Scheduling Arrangements for Grade 9 Students in Central High School of Commerce, 1980-1981. Research Service Toronto Board of Education (Ontario). Research Dept.

Report No.-ISBN-0-88881-162-4
Pub Date-Sep 81
Note-46p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Attendance Patterns, Foreign Countries, Grade 9, Questionnaires, School Attitudes, *School Schedules, School Surveys, Secondary Education, *Student Attitudes
Identifiers-*Central High School of Commerce ON, Ontario (Toronto)

Using school records and attitudinal surveys, researchers evaluated two daily scheduling arrangements among ninth grade students taking level 4 and 5 courses at Central High School of Commerce in Toronto (Ontario). Some students were on group or block timetables, moving through each day's schedule in groups, while most students were on individualized schedules. Questionnaire surveys of 277 students in the fall and of 219 students the following spring ascertained their attitudes toward the school, teachers, achievement, and education in general. Both in the fall and the spring the questionnaire data revealed little difference in overall attitudes between the students following the two timetables. School records showed that attendance patterns under both timetables were similar. Data on classroom marks indicated little difference between the groups in overall grades or mathematics grades, but did show that students taking level 5 English courses on group timetables got higher grades than those on individualized timetables. No such difference existed among level 4 English students. An informal poll of teachers at a preliminary presentation of the evaluation results revealed no clear preference for either timetable. A copy of the survey questionnaire is attached. (Author/RW)

ED 212 153 FL 012 759

Spiridakis, John N.

Diagnosing the Learning Styles of Bilingual Students and Prescribing Appropriate Instruction.

Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-14p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.
Available from-Not available separately. See FL 012 738.
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Bilingual Education, *Bilingual Students, *Cognitive Style, Elementary Education, *Learning Modalities, *Psychological Testing, Student Needs, Teaching Methods
Identifiers-Field Sensitive Field Independ Behav Observ Instru, Learning Style Inventory

The precise nature of learning styles has not yet been articulated by research; there are, however, several models and techniques to identify learning styles that appear to be especially suited for use by the bilingual classroom teacher. Three such models are presented: the Field-Dependence/Independence Model, the Educational Cognitive Style Model, and the Dunn learning style model. Three instruments are discussed that intend to measure some aspect of learning style and that appear to be most appropriate for use by the bilingual teacher. These instruments are: (1) the Educational Cognitive Style profile which can help to gather and analyze student characteristics related to academic, social, cultural and linguistic factors; (2) the Learning Style Inventory, a comprehensive diagnostic tool; and (3) The Field-Sensitive/Field Independent Behavior Observation Instruments which were developed to diagnose the Mexican American child's preferred cognitive style. Several tables clarifying the models discussed are included. (AMH)

ED 211 901 CG 015 694

Holahan, Carole K. And Others

Student Perceptions and Social Comparisons and Performance Expectancy.

Pub Date-Aug 81

Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Expectation, Higher Education, Institutional Characteristics, *Performance Factors, Predictive Validity, *Predictor Variables, Role Perception, *Self Concept, Self Evaluation (Individuals), *Student Attitudes, *Student Motivation, Transfer Students

Identifiers-*Social Comparison

Student self-expectations are believed to exert a powerful influence on performance. Student perceptions and social comparisons during transfer students' (N 1362) first semester in a large state university were examined to determine variables that might be related to the formation of student performance expectations. Subjects completed questionnaires measuring their perceptions of academic subject preparation, personal adjustment, university demands, and institutional climate, and self-comparisons with students similar and dissimilar to themselves. Cumulative grade point averages obtained for each student at the end of the second semester showed that student expectations formed during the first semester were significantly related to actual performance at the end of the first year. Results indicated that student perceptions and social comparisons were related to performance expectations. The most important predictor of student expectancies was their perception of the demands of the university, followed by social comparison with students similar to themselves. Perceptions of academic subject preparation and institutional climate, and social comparison with other students also contributed to student expectancies. The findings suggest that further research should focus on the assessment of students' expectations at the beginning of their university experience. (Author/NRB)

ED 211 985 CS 206 705

Macdonald-Ross, Michael

Research in Graphic Communication: Graphics in Text(s); How Numbers A Shown. IET Monograph No. 7.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Report No.-IET-7
Pub Date- 78
Note-92p.; Not available in paper copy due to marginal legibility of original document.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communication Research, Diagrams, *Graphic Arts, Graphs, *Instructional Materials, *Layout (Publications), Literature Reviews, *Research Methodology, Statistical Data, Tables (Data), *Textbook Preparation, Visual Perception

The two essays in this monograph are intended to clarify the main problems of research in graphic communication. The first essay summarizes research concerning the effective use of graphic devices in texts and other instructional materials. Following a brief discussion of the technical terminology of graphic communication, the essay reviews research in the areas of visual perception, presenting quantitative data, scientific and technical diagrams, algorithms, cartology, notations, comic strips, and typography. The second essay reviews research on the presentation of quantitative data in texts. Research reviewed deals specifically with methods used to present general aspects of data and methods of presenting exact numerical data. (FL)

ED 212 006 CS 503 710

Kiernen, Gene E.

What Does SCA Authored Rhetorical Research Contribute to the Arts and Humanities? A Citation Analysis of QJS'' 1970-1980.

Pub Date-Nov 81
Note-28p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Citation Indexes, Communication Research, *Content Analysis, *Humanities, *Professional Recognition, *Rhetoric, *Scholarly Journals, *Speech Communication
Identifiers-Quarterly Journal of Speech

To assess the impact of rhetorical research within the field of speech communication as it contributes to the arts and humanities, a study analyzed major articles that appeared in the Quarterly Journal of Speech'' from 1970-1980. Citation measurement was made possible through the use of the Arts and Humanities Index,'' a multidisciplinary index to the journal literature of those fields. Of the 354 major articles published, 232 were selected as showing a direct interdisciplinary relationship within the arts and humanities. Of these, 39 were authored by representatives of disciplines associated with the arts and humanities outside the field of speech communication. Through a cross-referencing process, 58 citations representing 46 journal articles were listed in the 1978-1980 index. Of these 58 citations, 18 citations of 13 articles, representing 9 authors, were cited in speech communication journals. Of the citations in nonspeech communication journals, 11 citations of 9 articles were by authors identified with membership in the Speech Communication Association; of these 11 citations, 4 were authors citing themselves. The findings suggest that the impact of speech communication research related to rhetorical studies and the humanities is of little consequence, and that the diversity of application within speech communication may be both a blessing and a constraint. (A list of authors cross referenced in the study is appended.) (HOD)

Osgood, Joan And Others
Home Learning Center for Hearing Impaired Children. Home Learning Center Outreach Project. Final Report. 1978- 81.
Ball State Univ., Muncie, Ind.
Spons Agency-Office of Special Education (ED), Washington, D.C. Handicapped Children's Early Education Branch.
Bureau No.-5-45336
Pub Date-1 Sep 81
Grant-02-G007801639
Note-63p.

Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Hearing Impairments, Infants, *Intervention, Parent Education, *Program Descriptions, Young Children
Identifiers-Final Reports, *Home Learning Center IN

The final report traces the history and accomplishments of the Home Learning Center (HLC), a program housed at Ball State University for hearing impaired infants and toddlers (0 to 3 years old) and their parents. HLC offers a center based program in which parents learn how to enhance their child's development. Interdepartmental cooperation within the university is part of the program along with integration of some of the older children with normally hearing toddlers. The report summarizes the HLC's development, its outreach rationale, and its outreach objectives and accomplishments. Accomplishments include indices of products development/distribution, awareness, inservice and preservice training, and state involvement/coordination. Among 10 appendixes are lists of HLC inservice topics and network sources for HLC newsbriefs. (CL)

ED 212 133 FL 012 738

Padilla, Raymond V., Ed.

Bilingual Education Technology. Ethnoperspectives in Bilingual Education Research, Volume III.

Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Dec 81
Note-479p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 740-769.
Available from-Eastern Michigan University, Bilingual Programs, 107 Ford Hall, Ypsilanti, MI 48197 ($8.00).
Pub Type- Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biculturalism, *Bilingual Education, Bilingualism, Cross Cultural Training, Elementary Secondary Education, Language Proficiency, *Material Development, *Models, *Multicultural Education, *Program Evaluation, Public Policy, Second Language Learning, Teaching Methods, *Testing

The 32 papers in this collection on the general topic of bilingual education technology are presented in three sections. The first group of papers deals with models, methods, and materials; the second group treats measurement and evaluation. The papers in the final section are about language mixing and bilingual education and public policy. (AMH)

ED 211 667 CE 030 574

The ITU and Vocational Training. Interregional Project for Course Development in Telecommunications. Booklet No. 24.

International Telecommunication Union, Geneva (Switzerland).

Pub Date-78

Note-34p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cooperative Planning, Curriculum Design, *Material Development, *Models, Program Descriptions, *Program Design, Program Development, *Technical Education, *Telecommunications, Vocational Education

Identifiers-*Course Development Telecommunications Approach, International Telecommunication Union

This pamphlet produced by the International Telecommunication Union (ITU) outlines the development and progress of a project designed to develop a model for vocational training in telecommunications. The Course Development in Telecommunications (CODEVTEL) approach is discussed in terms of job-related training, teaching materials, sharing resources, and the application of the training and development guidelines. Advantages of the CODEVTEL approach are reviewed and include comments on pooling resources, improved quality and standardization of vocational training, cost/benefit ratios, and operational organization. It was reported in the conclusions concerning phase 1 of the project that producing and sharing materials is feasible. Proposals for the second phase are included and identify the utilization of existing courses, adaptation procedures, and the development of new courses as the main thrust. Future prospectives are reviewed in the context of technical cooperation among developing countries and the use of technology adapted to the precise needs of user countries. An 11-item glossary and an array of charts and pictures depicting the project's activities are included. A guide describing the 14 phases of training and development are appended. (BPB)

ED 211 737 CE 031 015

Goldstein, Harold

Future Labor Market Demand and Vocational Education.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 80

Note-85p.

Pub Type- Reports - Evaluative (142) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Demand Occupations, Educational Needs, Educational Trends, Employment Opportunities, *Employment Projections, Employment Statistics, Enrollment Influences, *Enrollment Projections, Enrollment Trends, Labor Force, Labor Force Development, Labor Market, *Labor Needs, *Labor Supply, Occupational Information, Postsecondary Education, *Research Methodology, Research Problems, Secondary Education, *Vocational Education

Review of the methods for estimating future employment opportunities shows that there is an ongoing system, involving the Department of Labor and state employment agencies, for making projections for the United States as a whole and for states and major metropolitan areas. This system combines national research on economic growth, technological developments, and the structure of the economy with local information on industry trends and the labor market situation. Weak spots in the methods occur in making projections of the occupational composition of industries, and in accounting for mobility among occupations and patterns of withdrawal from, and return to, the labor force in individual occupations. Current research on economic growth, technological developments, and the occupational composition of industries may lead to improvements in the reliability of projections. Past projections have been moderately successful in identifying the expanding and declining industries and occupations, and in estimating rates of growth in expanding fields. However, in projecting the other major component of job openings, replacement of those who leave each occupation, the estimates have not been as accurate. Only estimates of deaths and net labor force withdrawals, calculated from averages, are available, and movement among occupations is not accounted for. Comparison of the job openings estimates with data on the numbers of people being trained for each occupation is essential in arriving at judgments about employment opportunities, and in adapting enrollments to prospective demand. However, problems with gathering statistics from the uncentralized vocational education establishment must be worked out for the two systems to work together to match employment demand and trained worker supply. (KC)

ED 211 754 CE 031 038

McBain, Susan L.
Getting Down to Business: Fertilizer and Pesticide Service, Module 5.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-94p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706. (Order No. ETC100F1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, Business Skills, *Fertilizers, Financial Support, Learning Activities, Learning Modules, Money Management, *Pesticides, Recordkeeping, Salesmanship, Secondary Education
Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a fertilizer and pesticide service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (personal qualities; services, customers, and competition; special services; legal requirements); choosing a location (picking an area; picking a spot); getting money to start (description of your business; statement of financial need); being in charge (dividing the work); organizing the work (planning the work; doing the work; checking the work); setting prices (materials, labor); advertising and selling (designing an ad; promotion); keeping financial records (types of sales; daily cash sheet); and keeping your business successful (profit and loss statement; profit ratio and expense ratio; increasing net profits). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 789 CE 031 073

Kingi, Marcella

Getting Down to Business: Restaurant Business, Module 22. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-32p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100DD2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods

Identifiers-*Entrepreneurship, *Restaurant Management, Small Businesses

This is the twenty-second in a set of 36 teacher guides to the Entrepreneurship Training Modules and accompanies CE 031 072. The purpose of this module is to give students some idea of what it is like to own and operate a restaurant. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Restaurant; Choosing a Location; Getting Money to Start; Being in Charge; Buying and Keeping Track of Supplies; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 824 CE 031 129

Staton, John L.

Using Self-Awareness Techniques (COPS) in Conjunction with a Career Information System (MetroGuide) to Facilitate the Career Planning Process.

New York City Board of Education, Bronx, N.Y. Center for Career and Occupational Services.

Pub Date-Dec 81

Note-20p.; Paper presented at the Annual Convention of the American Vocational Association (75th, Atlanta, GA, December 8, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Ability, *Career Awareness, Career Education, Career Guidance, *Career Planning, Computer Oriented Programs, *Disadvantaged, *Group Dynamics, Group Instruction, High Schools, Hispanic Americans, Information Systems, Lesson Plans, Occupational Information, Program Descriptions, Secondary Education, *Self Concept, Values, Vocational Aptitude, Vocational Interests

Identifiers-Career Information Systems, Career Occupational Preference System, New York (New York), *Self Awareness, *Theme Centered Interactional Method

A program in career planning was designed for disadvantaged New York City high school students who had experienced problems in attendance, punctuality, and relationships with others. Its goal was to increase student's self awareness of interests, aptitudes, abilities, and values in relationship to the world of work. Twenty-four Black and Hispanic students in two Consumer and Career Education courses at the A. Philip Randolph Comprehensive High School participated. Most of this paper is devoted to description of the program's theoretical basis and lessons used in the program. The process of Theme Centered Interactional (TCI) Groups is defined; leader's role is discussed; the system's axioms, postulates, and auxiliary ground rules of communication are presented; and purpose of having a theme is addressed. A discussion follows of use of the Career Occupational Preference System, career awareness program consisting of measures of interest (COPS), abilities (CAPS), and values (COPES). Four lessons are detailed that follow the theme, Getting Information to Select a Career.'' These topics are covered: career interests, abilities, values, and use of COPS system results to get career information from MetroGuide. The place of these techniques in the career planning process is discussed. (YLB)

ED 211 922 CS 006 414

Strader, Susan G. Joy, Flora C.

Assessment of Content Text Difficulty by Elementary and Middle School Personnel.

Pub Date-Dec 81

Note-8p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Area Reading, Elementary Education, Elementary School Science, Language Arts, Mathematics, Middle Schools, *Readability, *Reading Research, Social Studies, *Teacher Attitudes, *Textbook Evaluation

Research has shown that secondary school teachers are generally unable to rank text passages accurately according to their reading difficulty. To determine if this was true of elementary and middle school personnel, 177 teachers, administrators, and supervisors attending a summer reading workshop were asked to rank order each of five 100-word passages in each of the content areas of science, social studies, language arts, and mathematics according to their reading difficulty for students. Results showed that participants were able to rank social studies passages most accurately followed by mathematics and science passages. Of particular interest, however, were the language arts rankings, which subjects were generally unable to rank correctly, despite the fact that many of them had had courses with readability components. Other results indicated that classroom teachers' rankings were consistently more correct than were those of administrators and that grade level taught was not a determinant of ability to order passages correctly. (HOD)

Kane, Peter E., Ed.
Free Speech Yearbook 1981.
Speech Communication Association, Annandale, Va. Commission on Freedom of Speech.
Pub Date-82
Note-124p.
Available from-Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 ($6.00).
Journal Cit-Free Speech Yearbook; v20
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Freedom, *Censorship, *Civil Rights, Court Judges, *Court Litigation, Federal Courts, Films, Foreign Countries, *Freedom of Speech, Homosexuality, Metaphors
Identifiers-*Douglas (William O), India, Solzhenitsyn (Alexandr), Thailand

The nine articles in this collection deal with theoretical and practical freedom of speech issues. Topics discussed include the following: (1) freedom of expression in Thailand and India; (2) metaphors and analogues in several landmark free speech cases; (3) Supreme Court Justice William O. Douglas's views of the First Amendment; (4) the San Francisco, California, campaign for Gay rights; (5) academic freedom and the pornographic film Deep Throat''; (6) Alexander Solzhenitsyn's approach to free expression; and (7) Supreme Court rulings in 1980-81 concerning free speech. A freedom of speech bibliography concludes the volume. (HTH)

ED 212 048 EA 014 321

Wholeben, Brent E. Redford, Robert A.

A Preliminary Study for Ascertaining Validation Criteria in the Determination of Exemplary Programs for Exportability across State Lines.

Pub Date-Jun 80

Note-71p.; Presented to the National Conference of the National Diffusion Network (Arlington, VA, June 9-13, 1980). Table 8 may reproduce poorly due to marginal legibility of original document. For a related document, see EA 014 320.

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Demonstration Programs, *Educational Assessment, *Evaluation Criteria, *Evaluation Methods, *Item Analysis, Measurement Techniques, *Program Validation, Research Methodology

Identifiers-Multistate Surveys

Two surveys of educational professionals in Alaska, Idaho, Oregon, and Washington sought, first, to assemble criteria to test the validity and exportability'' of potentially exemplary educational programs and, second, to develop a measurement instrument to perform such validations. In each survey the respondents rated the acceptability of criterion clusters or items for both in-state and interstate validation. The raters' judgments, along with background data on their educational and validation experience, were statistically analyzed using frequencies, means, correlations, and factor analysis. Criteria that were not clear, straightforward, and discrete (broken down into their smallest parts) were rewritten after the first survey. Analysis of 61 criteria clusters rated by 58 respondents in the first survey yielded 127 validation items. Reassessment of these items by the second survey's 13 respondents produced 115 validation criteria. All criteria related either to which validation process should be performed, to how it should be done, or to why it should be done. The researchers recommend that the 115 criteria be given further field tests on programs in different stages of implementation. Copies of the questionnaire on respondents' characteristics are appended. (RW)

ED 212 089 EA 014 368

Hill, T. Susan

Here's Advice on Cutting Staff (From Those Who've Done It).

National School Boards Association, Washington, D.C.
Pub Date-Feb 82
Note-6p.
Journal Cit-Updating School Board Policies; v13 n2 p1-4 Feb 1982
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Board of Education Policy, Criteria, Elementary Secondary Education, Needs Assessment, *Policy Formation, *Reduction in Force, Teacher Dismissal
Identifiers-Program Discontinuance

Using the experiences of individual school districts, such as the Yonkers (New York) Public Schools, the author provides advice on how a board should carry out a reduction in force (RIF). She stresses the need to develop a written RIF policy and recommends involving staff and the community in the policy development process. Issues the policy should address, says the author, include the reasons for the RIF, the demonstrable need to cut staff or programs, the identification of options within the RIF process, the criteria for selecting programs and employees to cut, and employee termination and recall processes. (RW)

ED 212 174 FL 012 780

Bear, Jean M.

On Topic Units in English Planned Written Discourse.

Pub Date-Dec 79

Note-91p.; M.A. Thesis; University of Hawaii.

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Discourse Analysis, Language Research, Language Styles, *Paragraph Composition, Second Language Learning, Teaching Methods, *Writing (Composition), Writing Instruction

Identifiers-Clauses, *Topic Units

This study investigates topic units and suggests some practical applications to the teaching of composition to native speakers and second language learners. A topic unit is a structural unit beyond the sentence. It is composed of clauses and consists of two parts a head proposition and a set of comments. The head proposition consists of the first and sometimes second clause. It serves as topic and is joined to its comments by the framing'' function of a topic and by cohesive ties. The constituents, each consisting of one or a combination of clauses, are united among themselves on the basis of similarity. Because they are composed of clauses, topic units interact freely with sentences and with paragraphs to produce integrated texts and to offer means of stylistic variation within texts. (Author/JK)

ED 212 191 HE 014 629

Smith, Carolyn R.
Faculty Salaries, Tenure and Benefits, 1980-81.
National Center for Education Statistics (ED), Washington, D.C.
Report No.-NCES-81-350
Pub Date-May 81
Note-44p.; Not available in paper copy due to marginal legibility of original.
Available from-National Center for Education Statistics (ED), U.S. Department of Education, Washington, DC 20202.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Rank (Professional), *College Faculty, Compensation (Remuneration), Fringe Benefits, *Full Time Faculty, Higher Education, Males, National Surveys, *Sex Differences, Teacher Characteristics, *Teacher Employment Benefits, *Teacher Salaries, *Tenure, Trend Analysis, Women Faculty

Data on salaries, tenure, and fringe benefits of full-time instructional faculty for the 1980-81 academic year were collected as part of the Higher Education General Information Survey. The information on composition and tenure is reported by sex, academic rank, length of contract, and level and control of institutional unit. The survey population was limited to those members of the instruction/research staff employed on a full-time basis whose regular assignment is instruction, including those with released time for research. The national survey was based on data obtained from 3,231 institutional units. Findings include the following: the number of full-time instructional faculty increased 1.2 percent in 1980-81 to 395,992 from 391,174 in 1979-80; women comprised 26.4 percent of the total full-time instructional faculty compared to 26.0 percent in 1979-80. At institutions reporting tenure status, full-time instructional faculty were tenured; at institutions reporting tenure status, 70.0 percent of the male faculty and 49.7 percent of the female faculty were tenured; average salaries were highest for both men and women with the rank of professor on 9-month contracts in public institutional units, $31,331 and $28,915 respectively (representing an 8.1 percent increase for men and a 7.5 percent increase for women over 1979-80 salaries); overall, average salaries of men on 9-month contracts continue to exceed those of women in every academic rank and level of institutional unit. (SW)

ED 211 684 CE 030 912

Coyle, John A., Jr.

Aviation Electrician's Mate 3 & 2. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Program Development Center, Pensacola, Fla.
Report No.-NAVEDTRA-10348-E
Pub Date-81
Note-557p.; Photographs will not reproduce well.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Aviation Mechanics, *Aviation Technology, Aviation Vocabulary, Course Content, Electrical Occupations, *Electrical Systems, Electricians, Electricity, Electronic Control, *Electronic Technicians, Engines, Independent Study, Inservice Education, *Instrumentation, Learning Modules, *Military Training, Physics, Postsecondary Education, Programed Instructional Materials

This Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package that will enable Aviation Electrician's (AE) Mates to help themselves fulfill the requirements of their rating. Designed for individual study and not formal classroom instruction, the RTM provides subject matter that relates directly to the occupational standards for the AE3 and AE2. Topics covered in the course include Navy publications and supplies; elementary physics; electrical maintenance and troubleshooting; aircraft electrical power systems; aircraft electrical and associated systems; instruments; and compass, inertial navigation, automatic flight control, and stabilization systems. A glossary and list of symbols are also included in the package. The NRCC provides the usual method for satisfying the requirements for the RTM. The set of assignments in the NRCC includes learning objectives and supporting items designed to lead students through the RTM. The occupational standards used as minimum guidelines in the preparation of the manual are found in the Manual of Navy Enlisted Manpower and Personnel Classifications and Occupational Standards.'' (KC)

ED 211 772 CE 031 056

Wolman, Jean

Getting Down to Business: Nursing Service, Module 14. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-30p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100R1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, *Nursing, Recordkeeping, Salesmanship, Secondary Education

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a nursing service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (services, customers, and competition; personal qualities and skills; how to compete; legal requirements); choosing a location (central and convenient location); getting money to start (business description; statement of financial need); being in charge (tasks; selecting nursing staff; keeping staff and customers happy); organizing the work (work orders; work schedules); setting prices (customer demand; competition; operating expenses; profit); advertising and selling (selling to customers; attracting nursing staff); keeping financial records (customer billing form; daily cash sheet); and keeping your business successful (keeping track of profits; changing your business to increase sales). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 807 CE 031 091

McFarlane, Carolyn

Getting Down to Business: Auto Repair Shop, Module 31. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-38p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100KK2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Auto Mechanics, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the thirty-first in a set of 36 teacher guides to the Entrepreneurial Training modules and accompanies CE 031 090. The purpose of the module is to give students some idea of what it is like to own and operate an auto repair shop. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning an Auto Repair Shop; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 842 CE 031 204

Shocklee, Georgia
Sex Equity: Is It Feasible?
Black River Vocational-Technical School, Pocahontas, Ark.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-21 Oct 81
Note-60p.; For related document see CE 031 203.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Guides, Affirmative Action, Educational Needs, Educational Resources, Equal Education, *Federal Legislation, Females, Job Placement, Males, *Models, Needs Assessment, Nontraditional Occupations, Postsecondary Education, *Program Development, Program Implementation, Secondary Education, *Sex Bias, *Sex Fairness, Sex Role, Sex Stereotypes, Student Recruitment, Textbook Bias, *Vocational Education
Identifiers-Arkansas, Education Amendments 1976, Title IX Education Amendments 1972

This guide presents a model and plan to expedite implementation of sex equity in vocational education through the elimination of sex stereotyping and sex bias. Aimed at vocational education administrators, the guide is organized into the four steps of the plan. Step 1 provides a rationale for the decision to implement a model sex equity program, including how to get help from administrators, state equity coordinator, local equity coordinator, instructors, and advisory committees. Step 2 explains why and how to conduct a needs assessment of instructional staff, students, and employers, while step 3 details the plan of action: training of school personnel, recruitment, and placement. Step 4 addresses evaluation of the sex equity program, including enrollment, completions, and job placement. Supplementary materials in the publication include survey forms, summary of vocational education legislation, key words, definitions, examples of language usage, guidelines for evaluating textbooks for sex bias, rating audiovisual aids, suggestions for maintaining sex equity in counseling, traditional and nontraditional vocational areas, affirmative action legislation, and sample news releases and public service announcements. (KC)

ED 211 880 CG 015 672

Levy, Marguerite F.

Alcoholism Screening Instruments and Prevalence of Alcohol Problems in Male and Female Employees.

Pub Date-Apr 81

Note-8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alcoholism, Attribution Theory, Behavior Patterns, Coping, Drinking, *Employed Women, *Identification, *Screening Tests, *Sex Differences, Social Behavior, Stress Variables, *Test Validity

Several reasons exist for the wide variation in estimates on the prevalence of alcohol abuse among women from one study to another. An attempt to establish the prevalence of alcohol abuse among both men and women in the working population employed the Short Michigan Alcoholism Screening Test (SMAST) and the Iowa Alcoholic Stages Index (ASI) as screening instruments. Over 3200 employees from four organizations responded to the questionnaire. Results showed that the ASI identified relatively more females in the early stages of alcoholism and identified early-stage males and females in the same proportions. The ASI was more likely than the SMAST to identify early-stage or at-risk employees of either sex. The ASI was also better at discriminating between non-alcoholic women and women at risk. The findings suggest that the ASI is a more appropriate screening instrument than the SMAST, which was standardized on male subjects. Evidence also indicates that women make a greater effort to conceal their alcoholism, give different reasons for drinking than men, and are less easy to identify than men. (NRB)

ED 211 944 CS 006 451

Gibbs, Vanita M., Comp. Pabst, Robert L., Comp.

Reading: Great Expectations. Proceedings of the Annual Reading Conference (11th, Terre Haute, Indiana, June 11-12, 1981).

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date-Jan 82

Note-68p.

Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academically Gifted, Elementary Secondary Education, *Expectation, *Learning Activities, Learning Resources Centers, Minimum Competency Testing, *Reading Attitudes, *Reading Instruction, Reading Programs, *Reading Skills, Remedial Reading, Teacher Education, Teaching Methods, Writing Skills

Identifiers-*Reading Writing Relationship

One of a series of publications on selected aspects of reading curriculum development, this monograph contains eight papers that deal with expectations in the teaching of reading. Topics covered include (1) the relationship between reading and writing, (2) changing expectations in education, (3) skills programs for remedial readers, (4) ways to reach reluctant readers, (5) creating a learning center in the classroom, (6) directing expectations for gifted readers, and (7) ways to motivate beginning readers. The eighth paper presents activities designed to make teachers aware of the concept of print processing. (FL)

ED 211 965 CS 006 474

Laine, Chester H.

Inservice Training of Administrators in the Supervision of Content Area Reading Teachers.

Pub Date-Dec 81

Note-9p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981). For related documents see CS 006 473-476.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, Administrators, *Content Area Reading, *Inservice Teacher Education, *Program Administration, Program Development, Reading Research, Supervision, *Supervisory Training, *Teacher Administrator Relationship, Teacher Improvement, Teacher Workshops

As part of the work from the Content Area Reading Project (CARP), which focuses on inservice teacher education in content area reading, this paper examines eight premises for the training of administrators in the clinical supervision of content area teachers. These premises are as follows: (1) problems in content classrooms can be resolved if teachers change their behaviors in positive ways; (2) recognition of needed change must come from within, as change cannot be imposed from without; (3) content area teachers are often unaware of many teaching and learning behaviors that occur in their classrooms; (4) increased awareness of teaching and learning behaviors in the classroom can help content teachers recognize needed changes; (5) existing teaching and learning behaviors can be revealed to content area teachers through systematic observation; (6) teachers cannot easily apply systematic observation techniques while teaching, so trained observers are needed; (7) observers must present results to teachers in such a way that the teachers accept the results as valid, internalize them, and use them to identify necessary instructional changes; and (8) teachers will accept and internalize observation results best when there is a ''no threat'' relationship between teachers and supervisors. (RL)

ED 212 069 EA 014 344

Lewis, Chuck

Oaklea Middle School: Interdisciplinary Team Teaching at Its Best.

Oregon School Study Council, Eugene.

Pub Date-Sep 81

Note-37p.

Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00, $3.00 prepaid; quantity discounts).

Journal Cit-OSSC Bulletin; v25 n1 Sep 1981

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Philosophy, *Interdisciplinary Approach, Intermediate Grades, Junior High Schools, *Middle Schools, Program Evaluation, School Organization, Student Projects, *Team Teaching

Identifiers-*Oaklea Middle School OR, Participative Decision Making

Drawing on documents and interviews with school staff, this report describes Oaklea Middle School, serving grades five through eight in the Junction City (Oregon) School District. An overview of the school's startup and philosophy stresses the priority assigned to students' educational, physical, social, and emotional needs. The author next describes the division of the school into four subunits or schools-within-schools (called rivers'' because each is named after an Oregon river). Students are assigned to one river for their four years at Oaklea. The report also discusses the interdisciplinary team teaching program and lists 12 of its advantages identified by interviewees, including increased teacher participation in decision-making and greater instructional flexibility. Profiles of two Oaklea programs the Vocational Industrial Technical Arts Learning (VITAL) program and the Exploratory Program emphasize the opportunities for student self-direction. Interview data suggest the Oaklea program has helped improve the attitudes and achievement of students entering the local

high school. Finally, the author briefly surveys research on middle schools and interdisciplinary team teaching. Appendices provide diagrams of Oaklea's floor plan and organizational structure. (Author/RW)

ED 212 134 FL 012 740

Jacobson, Rodolfo

The Implementation of a Bilingual Instruction Model: The New'' Concurrent Approach.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-16p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 741-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Bilingual Education, *Bilingualism, *Code Switching (Language), English (Second Language), *Language of Instruction, Native Language Instruction, Teacher Education, Teacher Effectiveness, *Teaching Methods

There are pros and cons to the use of a concurrent approach, that is using two or more languages in the same context. The new concurrent approach (NCA) advocated here resulted from a desire to bring together the child's two languages in a way that would further the child's language development and, at the same time, lead to satisfactory school performance. The following issues are addressed: (1) the extent to which the child's native language must be developed for success in learning a second language; (2) the extent to which the home language should be used in school; (3) the extent to which first language maintenance in the primary grades would not interfere with the transition to English in postprimary education; (4) the extent to which the use of both languages would lead to an understanding of the bilingual functioning of some sectors of our society; and (5) the extent to which school subjects could be learned through two languages. These issues are discussed in terms of the curriculum, the social situation of the classroom, the content lesson, and various aspects of staff development and teacher training. (AMH)

ED 212 154 FL 012 760

Baecher, Richard E.
Matching the Cognitive Styles of Bilingual Students.
Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-28p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.
Available from-Not available separately. See FL 012 738.
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Bilingual Education, Bilingual Students, Childrens Literature, *Cognitive Measurement, *Cognitive Style, Elementary Secondary Education, *Learning Modalities, *Models, Spanish Speaking, Student Needs, Teaching Methods

In response to practical questions about bilingual student needs, this paper addresses three issues. First, it describes a conceptual framework identified as educational cognitive style'' whereby the characteristics of bilingual learners and the modes of understanding of an educational task can be modeled and therefore matched. Second, it illustrates a technique formulated by Dr. Joseph E. Hill for determining the degree of match between the educational cognitive styles of bilingual students and the mode of understanding of a famous work of Hispanic children's literature, (Santiago'' by Pura Belpre). Finally, based on the results of the degree of match, it suggests some useful and practical strategies that the practitioner and curriculum specialist might employ in augmenting the educational cognitive style of the bilingual learner and/or the educational environment in which bilingual instruction is conducted. (Author/AMH)

ED 211 703 CE 030 946

Kimball, Laurel

Learn in the Community. How Parents Can Help Children Learn Basic Skills. Community Proven Practices II.

Arizona State Dept. of Education, Phoenix.

Spons Agency-Department of Education, Washington, D.C.

Pub Date-Sep 81

Grant-G008006223

Note-47p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Activity Units, *Basic Skills, Childhood Interests, Citizenship Education, Communication Skills, *Community Education, *Elementary School Students, *Experiential Learning, Language Skills, Outdoor Education, *Parent Participation, Parent School Relationship, *Parent Student Relationship, Primary Education, Reading Skills, Writing Skills, Young Children

Identifiers-Mathematics Skills

This guide provides suggestions for parents of elementary school children on how to help a child learn basic skills through community education. Nine community situations are described in which language, mathematics skills, and citizenship are developed. Activities and specific questions that parents can use are described when in the park, at the bank, at the supermarket, on the freeway, at the post office, at a museum, on a walk, at a factory, or at a library. Forty-three listening and reading skills, 46 speaking and writing skills, 46 mathematics skills, and 48 citizenship skills are cross referenced with each of the 10 community activities. (BPB)

ED 211 721 CE 030 991

Griggs, Mildred Barnes McFadden, Joan Robertson

The Effectiveness of Consumer and Homemaking Education: A Review and Synthesis of Extant Data.

Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.; Nellum (A.L.) and Associates, Washington, D.C.

Pub Date-Dec 80

Contract-400-79-0012

Note-77p.

Pub Type- Information Analyses (070) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Achievement, *Consumer Education, Evaluation Methods, *Home Economics, Homemaking Skills, Postsecondary Education, Program Descriptions, Program Design, *Program Effectiveness, Program Evaluation, *Research Design, Secondary Education, *Student Attitudes, Student Behavior

Existing data are reviewed and synthesized that speak to the extent to which Consumer and Homemaking Education (C&HE) programs at secondary and postsecondary levels contribute to student knowledge, attitudes, and behavior. Differences in program design that were found in the research literature are described before findings about effectiveness of C&HE programs are reported. These findings are grouped according to their impact on learner's knowledge, learner's attitudes, student perceptions of usefulness of C&HE courses, and impact on learner's behavior. Findings are reported that suggest that C&HE programs are effective, although many of the studies cited tended not to be widely generalizable. The second part of this report discusses research design for better effectiveness evaluation. Some alternatives to traditional experimental research designs are reviewed, including naturalistic inquiry, modus operandi, goal-free evaluation, regression discontinuity analysis, and goal attainment scaling. These other suggestions for sound research designs are discussed: avoidance of errors and limitations, establishment of test instrument/evaluation measure reliability and validity, and planning for replication. To illustrate appropriate and inappropriate methodology and assumptions, Mental Health, Head Start, and Employment and Training Programs evaluation research studies are summarized. Some research in progress is also described. A bibliography is appended. (YLB)

ED 211 860 CE 031 291

Sharda, Bam Dev Nangle, Barry N.

Status Attainments of Couples: The Reciprocal Effects of Postmarital Education and Occupation.

Pub Date- 81
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Education, *Educational Background, Educational Status Comparison, *Employed Women, *Employment Level, Employment Patterns, *Marital Status, Promotion (Occupational), *Socioeconomic Status, *Spouses, *Success
Identifiers-Dual Career Family

Data from a sample of 32-year old men and their working wives from Lenawee County, Michigan, were examined to study the effect of postmarital education on the individual and collective statuses of married couples. Current socioeconomic status of each of the spouses was predicted to be a function of family background, educational and occupational status at marriage, own educational attainments within marriage, and within marriage educational and occupational attainments of spouse. The men were mostly white, small town residents. Their parents were mostly blue- or lower-white-collar workers. Over the marital state of the life cycle, before-marriage attainments of each spouse were found to have a consistent negative effect on the current occupational attainment of the other spouse. Spouses were somewhat hindered in career advancement by virtue of similar efforts of the other spouse wives more so than husbands. This validated the prevailing notion that wives sacrifice career opportunities more than husbands, but husbands are not immune from these effects. The most significant findings were positive lagged cross effects'' that suggest that working marital partners accommodate each other over time in advancing individual careers by moderating their own achievements. (A status attainment model for two career couples is presented.) (YLB)

ED 211 902 CG 015 695

Richardson, Linda M. And Others

Clinical Assessment of Psychopathology in Violent and Nonviolent Juvenile Offenders.

Pub Date-26 Aug 81

Note-30p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents, *Delinquency, Juvenile Courts, *Personality Assessment, Psychological Patterns, Psychological Testing, *Psychopathology, *Test Validity, *Violence, Youth Problems

Identifiers-*Minnesota Multiphasic Personality Inventory, *Rorschach Test

The Minnesota Multiphasic Personality Inventory (MMPI) and the Rorschach test are frequently used in juvenile justice settings to assess current psychological functioning and to predict future behavior. The Exner Comprehensive System, which standardized the Rorschach, made possible a comparison of the Rorschach and the MMPI in an investigation of their relative efficacy in discriminating between violent and nonviolent juvenile offenders. Youth (N 39), referred to a metropolitan juvenile probation department and charged with serious person or property offenses, completed a test battery which included the MMPI and the Rorschach. Few significant differences emerged between violent and nonviolent juvenile offenders on the MMPI and the Rorschach, indicating that both instruments were largely unsuccessful in discriminating between violent and nonviolent juvenile offenders. However, the two measures provided similar data on the nature and degree of psychopathology present in the sample despite their vast divergence in psychometric approaches. The test data imply that the nature and degree of psychopathology present in violent and nonviolent juvenile offenders are similar (Author/NRB)

ED 211 923 CS 006 416

Boraks, Nancy E.

Reading in the Disciplines: Post Schooling Concerns.

Pub Date-Dec 81
Note-14p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accountability, Adults, *Content Area Reading, Educational Improvement, *Educational Needs, Educational Objectives, Educational Responsibility, Elementary Secondary Education, *Lifelong Learning, *Mass Media, Reading Habits, *Reading Instruction, Reading Interests, *School Role, Teacher Role
Identifiers-*Media Use

Arguing that American schools are not meeting their goals in developing concerned, active citizens who seek to continue to read and learn after their formal schooling has ended, this paper supports this argument by citing information concerning adults' use of books and mass media. The first section of the paper assesses current adult reading and media behavior in terms of the stated goals of education, while the second section examines two reasons why education has not made a greater impact on postschooling reading and media behavior: (1) the pervasiveness of the nonschool curriculum and (2) habits developed by the school curriculum. The third section suggests steps that reading educators must take if educational goals of lifelong learning and reading are to be met, and identifies a series of macropropaganda'' techniques (strategies that influence the larger news or media picture) used by the media that educators must teach their students to recognize and analyze. (FL)

ED 211 986 CS 206 706

Mathes, J. C., Comp. Pinelli, Thomas E., Comp.
Technical Communication: Perspectives for the Eighties. Part 1. Proceedings of the Technical Communication Sessions of the Annual Conference on College Composition and Communication (32nd, Dallas, Texas, March 26-28, 1981).
National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.
Report No.-NASA-CP-2203-Pt-1
Pub Date-81
Note-304p.; For related document see CS 206 707. Several pages may not be legible.
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Classroom Techniques, *Course Content, Foreign Students, Graphic Arts, Higher Education, Industry, *Teaching Methods, *Technical Writing, Two Year Colleges, *Writing Instruction, Writing Processes, *Writing Research, Writing Skills
Identifiers-Passive Voice, *Technical Communication

The 34 papers in this volume discuss a variety of technical writing topics. The following are some of these topics: (1) definitions and historical analyses of technical writing; (2) using case studies in technical writing classes; (3) advice to beginning teachers on how to teach graphics in technical communication classes; (4) preparing for an influx of foreign students in technical writing courses; (5) enlightened use of the passive voice in technical writing; (6) technical writing and the marketplace; (7) teaching technical writing to native Americans; (8) new directions in technical communications; (9) effective models and classroom techniques for integrating oral communication within technical writing courses; (10) a rhetorical analysis of the words, sentences, and paragraphs in 16 industrial scripts; and (11) research in the comprehension of engineering lectures by nonnative speakers. (RL)

ED 212 007 CS 503 718

Meiswinkel, Lauren B.

Toward a Value Clarification Rhetoric: A Method for Teaching Ethics/Values in the Basic Speech Course.

Pub Date-Nov 81

Note-15p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques, Goal Orientation, Higher Education, *Persuasive Discourse, *Public Speaking, Self Actualization, *Speech Communication, Teaching Methods, *Values Clarification

Classroom speaking poses a unique opportunity for the evaluation and the clarification of human values. Value clarification is possible when a specific method is followed that encourages potential behavior change on the part of the speaker. Value clarification can thus be usefully applied by speech communication teachers as a natural, integral part of persuasive speeches. Certain techniques, such as the outline process, the value grid, and the speaker's identification with the topic, can help students to create final speech experiences in which they achieve an action or modify their own values and the values of others. (A technical grid, a technical plot outline form, and an illustration of a rhetorical strategy outline for achieving a persuasive/ethical goal are attached.) (RL)

ED 212 029 CS 503 755

Austin, Bruce A.

G-PG-R-X: An Evaluation of the Purpose, Promise, and Performance of the Movie Rating System.

Pub Date- 81
Note-60p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Science Research, Behavior Patterns, *Evaluation Criteria, *Film Industry, *Films, Literature Reviews, *Media Research, Organizational Effectiveness, Self Evaluation (Groups), *Social Psychology
Identifiers-*Motion Picture Association of America, *Motion Picture Ratings

Arguing that the motion picture industry policies affecting audiences must be developed in terms of behavioral implications, this paper reviews the literature related to the Motion Picture Association of America's (MPAA) film rating system to ascertain the degree to which the system has met its purposes. The first section of the paper offers a brief history of the development and purpose of the film rating system, while the second section presents a synopsis of two social psychological theories of human motivation reactance theory and commodity theory and discusses their relevance to the rating system. The third section provides a review of studies that have examined the credibility of the MPAA's assertion that it is providing information to the public, especially parents, and the methodology used by the MPAA to develop its rating system. The final section of the paper draws conclusions, based on the research reviewed, as to the rating system's effectiveness and appropriateness as a policy document. (FL)

ED 212 090 EA 014 380

Colton, David L. Graber, Edith E.

Enjoining Teacher Strikes: The Irreparable Harm Standard. Final Report.

Washington Univ., St. Louis, Mo. Center for the Study of Law in Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 80

Grant-NIE-G-78-0149

Note-442p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Research (143)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-Board of Education Policy, Collective Bargaining, *Court Litigation, Elementary Secondary Education, Government Employees, National Surveys, Questionnaires, *School Law, *State Legislation, Strikes, *Teacher Strikes

Identifiers-*Irreparable Harm Standard

The irreparable harm'' standard is an old principle of equity designed to limit court use of injunctions to situations in which the absence of court intervention would produce irreparable injury to legally protected interests. This study describes and analyzes the courts' use of the irreparable harm standard in anti-strike injunction proceedings that involve teachers and school boards. The project includes analyses of previous litigation and legislation concerning the irreparable harm standard's use in teacher strikes. The major portion of the project involved gathering field data in settings where strikes and injunction proceedings occurred during 1978 and 1979. Field data are presented thematically rather than site-by-site. In addition, questionnaires were completed by 129 (82 percent) of the superintendents who experienced strikes during 1978-79. In the appendices are more detailed accounts of case law; data from a number of the field settings; a state-by-state inventory of pertinent statutory provisions; a comprehensive analysis of the treatment of the irreparable harm standard by the appellate courts; and the results of the questionnaire survey of superintendents who experienced strikes. (Author/MLF)

ED 212 111 EC 141 514

Swartz, Stanley L. And Others
The Use of Time-Out in a Residential Treatment Program for Emotionally Disturbed Children.
Western Illinois Univ., Macomb. Coll. of Education.
Pub Date-Nov 81
Note-31p.; Conference on Severe Behavior Disorders of Children and Youth (Tempe, AZ, November, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Modification, Behavior Problems, Elementary Secondary Education, *Emotional Disturbances, Intervention, Longitudinal Studies, *Program Effectiveness, Residential Programs, *Timeout

Literature is reviewed on the use of timeout as exclusion and isolation with behavior problem children. Considerations in designing timeout procedures are noted, and the effectiveness of timeout when viewed as a punishment is discussed. Legal challenges to behavior modification uses are briefly addressed. A longitudinal study involving 29 emotionally disturbed children (6 to 13 years old) in a residential treatment program revealed that, based on timeout frequencies, both exclusion (E:TO) and isolation (I:TO) timeouts appeared to result in short-term control rather than alteration of problem behavior. Data indicated that E:TO can have an exacerbating or additive effect, and that I:TO efficacy is greater with lower severity behaviors and for shorter durations. It is concluded that the use of timeout as an intervention underlying an entire treatment program seems ill-advised and unlikely to meet the children's individual treatment goals. (CL)

ED 212 175 FL 012 782

Iris, Madelyn Anne

Verb Nominalization and Categorization in Navajo Children's Speech.

Pub Date-Oct 81
Note-15p.; Paper presented at the Annual Boston University Conference on Language Development (6th, Boston, MA, October 9-11, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Indians, *Child Language, Children, Language Research, *Navajo, *Nouns, Psycholinguistics, Verbs

Verb nominalization in Navajo is a strategy by which children create category labels when the adult lexical item is not known; it allows for the creation of uniquely descriptive category labels. This study was based on a series of interviews with Navajo children aged four-and-a-half to approximately ten years, all native speakers of Navajo with limited fluency in English. The interviews were conducted in an open-ended fashion focusing on the domain of animals. The findings indicate that younger children use nominalized verbs as a means of creating category labels out of known lexical items but without any attempt to reproduce those found in adult speech. Instead, the children's categories are more descriptive in nature without reference to hierarchic or taxonomic categories. The implications of the research lead to a new perspective on the ways in which children think about the universe and integrate their knowledge into developing cognitive models. (Author)

ED 211 668 CE 030 674

Pierce, Alan J.

Should You Be Putting Innovations into Use in Your Industrial Arts Facilities?

Pub Date-6 Dec 81
Note-14p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 6, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adoption (Ideas), Change Strategies, *Educational Change, *Educational Innovation, *Industrial Arts, Secondary Education, Student Needs, *Teacher Attitudes, Teacher Effectiveness, Teacher Role, Teaching Methods

Innovation should not be initiated simply for the sake of change but to make teaching more effective and improve students' learning. Changes in a teacher's method of instruction should be made to meet needs of the students, but the teacher is also responsible for trying different teaching techniques in the classroom that increase his/her enjoyment of teaching. Some factors that influence a teachers' willingness to use new ideas are characteristics of the innovation that affect the adoption decision, basic stages of the adoption process, characteristics of the adopter that affect the adoption decison, and influence of superior-subordinate roles on the adoption decison. The process of acceptance of innovation includes teacher awareness, evaluation for possible use, trial, evaluation of effectiveness, and adoption. Diffusion researchers have shown that if the adoption rate of an innovation is plotted over time, a bell-shaped curve results. Slow adoption rate by educators is attributed to lack of profit and teacher risk of failure. Personal attributes or characteristics that affect a person's willingness to change include age (younger people welcome change) and education (the greater the education the more likely the person is to be innovative). (YLB)

ED 211 738 CE 031 016

Haney, Walt

Federal Requirements for the Evaluation of Vocational Education Programs.

Huron Inst., Cambridge, Mass.

Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.

Pub Date-Aug 81

Note-81p.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Educational Assessment, Evaluation, *Evaluation Criteria, Evaluation Methods, *Evaluation Needs, *Federal Legislation, *Federal State Relationship, Outcomes of Education, Postsecondary Education, Program Effectiveness, Secondary Education, State Federal Aid, State Programs, *Vocational Education

Identifiers-Education for All Handicapped Children Act, Title I Evaluation and Reporting System, *Vocational Education Amendments 1976, Vocational Education Study

In order to determine how vocational education programs should be evaluated, it is first necessary to define vocational education, to describe how vocational education programs are now being evaluated, to find out how other federal education programs are evaluated, and to suggest what criteria might reasonably be set out in future federal legislation for the evaluation of vocational education. Vocational education can be defined as encompassing some 28,000 institutions providing three types of occupational preparation, in nine general types of program areas, at four educational levels, to meet the needs of at least seven special needs groups. Studies by several researcher and Congressional hearings have demonstrated that vocational education is being evaluated on a variety of criteria, with a confusing mix of data. Federal regulations, however, call for each state vocational education program to be evaluated once every five years in terms of planning and operational processes, student achievement, student employment success, and results of additional services provided to special populations. Title I (Education of Disadvantaged Children) and Public Law 94-142 (Education of the Handicapped) have somewhat different evaluation requirements than the Vocational Education Amendments set forth, raising questions of whether evaluation should be seen as a management and accounting activity for the federal government, or as a diagnostic and planning tool for local schools and districts. It is suggested that the federal role in vocational education evaluation requirements be lessened, inasmuch as the federal government provides less than 10 percent of its support. It is also proposed that evaluation criteria be developed pertaining to program improvement and that evaluation of labor market demands be left to the federal government. (KC)

ED 211 755 CE 031 039

McBain, Susan L.

Getting Down to Business: Fertilizer and Pesticide Service, Module 5. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-30p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706. (Order No. ETC100F2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, Agribusiness, *Business Administration, *Business Education, *Business Skills, *Fertilizers, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, *Pesticides, Recordkeeping, Salesmanship, Secondary Education, Services, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the fifth in a set of 36 teacher guides for the Entrepreneurship Training modules and accompanies CE 031 038. Its purpose is to give students some idea of what it is like to own and operate a fertilizer and pesticide service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Fertilizer and Pesticide Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 790 CE 031 074

Kingi, Marcella

Getting Down to Business: Day Care Center, Module 23. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-88p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100AA1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, *Advertising, *Business Administration, *Business Skills, *Child Care Occupations, *Day Care Centers, Financial Support, Learning Activities, Learning Modules, Recordkeeping, Salesmanship

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a day care center is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (services, customers, and competition; personal qualities and skills; legal requirements) choosing a location (zoning rules and regulations; number of families with young children; need for services; income of families); getting money to start (resume; business description; statement of financial need); being in charge (tasks; hiring staff; interviews; references; keeping people happy); organizing the work (keeping track of the children); setting prices (competition; operating expenses; profit); advertising and selling (brochures; promotion); keeping financial records (customer billing form; daily cash sheet); and keeping your business successful (profit/loss statement; net profit; changing your business to increase enrollment). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 825 CE 031 130

Labor Should Make Sure CETA Programs Have Effective Employability Development Systems. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-82-2
Pub Date-13 Jan 82
Note-96p.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (first 5 copies free; additional bound copies, $3.25 each; unbound, $1.00 each; 25% discount on 100 or more copies to same address).

Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Compliance (Legal), Economically Disadvantaged, *Education Work Relationship, *Employment Potential, *Employment Programs, Employment Services, Federal Legislation, Federal Programs, *Job Placement, *Planning, Program Effectiveness, Program Implementation, Program Improvement, Relevance (Education), Systems Development
Identifiers-*Comprehensive Employment and Training Act, *Employment Development

A review focused on impact of the 1978 Comprehensive Employment and Training Act (CETA) amendments in improving sponsor's employability development systems and transition performance. Fifteen prime sponsors in 10 states were visited. Files of 1135 participants were reviewed; 478 were interviewed. Sponsor and Employment and Training Administration officials were also interviewed. Prime sponsors were found to have difficulty moving participants into unsubsidized employment. Problems include not providing needed supportive services, entry-level job skills, or remedial skills and not placing participants in activities related to their occupational goal or not addressing their physical or mental handicaps. Prime sponsors had not fully implemented their employability development systems. Their employability plans lacked basic information about the applicant, omitted planned CETA activities, or did not address transition. They often failed to follow plans or to review and revise them. Little emphasis was given to improving employability development systems. Low priority was given to preparing employability plans and to employability development. Recommendations called for stressing effective employability development systems, training sponsor's staff in employability development systems, and improving technical assistance and monitoring. (Appendixes include review methodology, position paper on management systems for employability development, and an initial and revised plan.) (YLB)

ED 211 881 CG 015 673

La Voie, Lawrence Kenny, David A.

Reciprocity of Interpersonal Attraction: A Confirmed Hypothesis.

Pub Date-Apr 81

Note-10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Data Analysis, Group Behavior, *Hypothesis Testing, Individual Differences, Influences, *Interpersonal Attraction, Interpersonal Relationship, Social Behavior, *Social Psychology, *Time Perspective

Identifiers-*Reciprocity, *Roommates

An increase in reciprocity of interpersonal attraction during the early acquaintance period followed by continuing social reciprocity are propositions that are central principles of several social psychological viewpoints. However, there is little empirical evidence of increasing reciprocity of interpersonal attraction over time. Two potential reasons exist for this failure to find reciprocity over time. First, the reciprocity correlation contains a mixture of two correlations: reciprocity at the individual level, and reciprocity at the dyadic level. Second, physical proximity may affect reciprocity, particularly during early acquaintance. The two reciprocity correlations and effects of physical proximity can be estimated from a round robin design. Data from six eight-person clusters studied by Curry and Emerson were analyzed. Correlations computed by taking all possible dyads measured at five time points showed weak reciprocity effects with a decrease across the five time points. The individual level correlations were small, while the dyadic correlations were positive. Partialling out roommate effects from the dyadic correlation enhanced increasing reciprocity over time. Thus, the findings suggest that reciprocity of attraction increases over time when the research accounts for two different levels of analysis and controls for roommate effects. (Author/NRB)

ED 212 049 EA 014 322

Feldvebel, Alexander M.

Review of State Standards for the Initial Certification of Administrators and Supervisors.

Pub Date-Aug 81

Note-41p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Education, *Administrators, *Certification, Degree Requirements, Elementary Secondary Education, National Surveys, Principals, *State Standards, Superintendents, Supervisors, Tables (Data), Teaching Experience

Requests for administrator certification standards mailed to state directors of teacher education and certification produced replies from all states except Connecticut and Nevada. To handle the responses, a data collection framework was established that would allow for relatively easy comparisons among states of certification standards for principals, supervisors, and superintendents. Data are presented in eight categories for analysis: (1) type and duration of the initial certificate, (2) accreditation or program approval prerequisites, (3) teaching experience and degree prerequisites, (4) course/competency requirements for the program, (5) alternative plans, (6) certificate renewal provisions, (7) upgraded certificates, and (8) projected changes in certification standards. The raw data compiled for each state are grouped into tables, calling attention to the most salient characteristics. In addition each section of the report contains a paragraph entitled observations.'' Appendices provide complete statements from three professional organizations outlining their recommendations and/or standards for programs that prepare educational administrators and supervisors. (Author/MLF)

ED 212 192 HE 014 631

Schlegel, John F., Ed.

Pharmacy School Admission Requirements. Actual 1979-1980, Projected 1980-1981. Fourth Edition.

American Association of Colleges of Pharmacy, Bethesda, Md.

Pub Date-78

Note-160p.

Available from-American Association of Colleges of Pharmacy, Office of Student Affairs, 4630 Montgomery Avenue, Suite 201, Bethesda, MD 20014. $5.00.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Curriculum, College Students, *Degree Requirements, Higher Education, *Institutional Characteristics, *Pharmaceutical Education, *Pharmacy, Professional Education, Selection, Student Financial Aid, Student School Relationship

Identifiers-American Association of Colleges of Pharmacy

General information on pharmacy education according to specific admission requirements, selection factors, and educational cost are provided for all 50 states and the District of Columbia. Each school reported on the following areas: general information about its pharmacy program, curriculum, requirements for admission, selection factors, advanced placement tests, financial aid, timetable of application and acceptance, general comments on 1979-1980 and 1980-1981 first year classes, estimated expenses per year for the first year class, and information on the 1978 class. Also provided is a list of U.S. schools of pharmacy and degrees offered and institutions requiring Pharmacy College Admission Test. (LC)

ED 211 685 CE 030 914

Morrison, Gregory G.

A Study of Prevocational Education in South Carolina.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-Jul 81
Note-69p.; Some pages may not reproduce well due to light print.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Attitudes, Articulation (Education), *Attitudes, *Course Content, Curriculum, Definitions, *Instructional Materials, Junior High Schools, *Prevocational Education, *Program Effectiveness, Program Implementation, Student Attitudes, Teacher Attitudes
Identifiers-*South Carolina

A study was conducted in South Carolina to determine the perceptions of teachers and administrators regarding the definitions and purpose of prevocational education, including identifying the commonalities and differences among programs and course content throughout the state, finding the degree of articulation between prevocational program units and high school/vocational center programs, determining the percentage of prevocational students entering vocational programs, and determining the frequency of use and the need to expand the new prevocational instructional materials developed and implemented in South Carolina. Data were gathered through a literature review and a survey of prevocational teachers, students, and administrators. The study found that there are at least five different organizational structures used in teaching prevocational education in South Carolina, ranging from teaching in a self-contained classroom to having a floating teacher who moves from school to school. It was determined that a discrepancy exists among administrators and teachers regarding the definition of prevocational education. It was also concluded from the study that although there are many prevocational course offerings, they are traditional, and adequate programs are not available for emerging occupations. The study found that a variety of instructional materials for teaching prevocational education is needed, and the materials prepared by the Appalachian Regional Council were recommended. The study did not determine the extent of articulation between the prevocational programs and vocational programs in secondary schools or vocational education centers. As a result of the study, it was recommended that prevocational education be strengthened through inservice training, effective technical assistance, and high quality instructional materials. (KC)

ED 211 704 CE 030 947

Administrative Perspectives: Community Education and the Basic Functions of the School. Community Education Proven Practices II.

Arizona State Dept. of Education, Phoenix.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Sep 81
Grant-G008006223
Note-34p.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Attitudes, *Citizen Participation, *Community Education, *Community Involvement, Elementary Secondary Education, *Interviews, Parent School Relationship, Principals, *School Community Relationship, Superintendents

Interviews with 18 superintendents, assistant superintendents, and principals in Arizona schools are presented that illustrate their views on the relationship of community education to the basic functions of the school. Focus is on how community education contributes to the regular, ongoing K-12 curriculum. Administrator responses are directed to these five questions: (1) How do you see community education relating to the overall goals of your school district? (2) How can community education assist the teachers and students at the K-12 level? (3) How can community education assist not only with the K-12 instructional program, but also with other school functions such as communicating with parents and other patrons, obtaining information relative to student needs, and what the community feels the school should be doing? (4) What are some benefits (values) of having the community involved in the school at the K-12 level? and (5) What are some examples of ways the community is involved at the K-12 level in your school district? A brief description of the school district or area served by the administrator's institution or organization follows most of the interviews. (YLB)

ED 211 808 CE 031 092

Gall, Joyce P.
Getting Down to Business: Welding Business, Module 32. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-87p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100RR1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Welding
Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a welding business is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (products and services; important personal qualities; how to compete; legal requirements); choosing a location (factors to consider; checking a location); getting money to start (business description; statement of financial need) being in charge (dividing the work; paying for services; hiring employees; supervising and training employees); organizing the work (planning a job; work order; work schedule); setting prices (costs, expenses, and profits; other factors that affect prices); advertising and selling (advertising methods; what makes a good ad; selling your products and services; selling'' yourself); keeping financial records (planning your recordkeeping; handling credit; daily cash sheet); and keeping your business successful (the importance of cash flow; profit/loss statement; changing your business). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 843 CE 031 237

Luft, Vernon D. Backlund, Paul

Introduction to Horticulture. Unit A-10.

North Dakota State Board for Vocational Education, Bismarck.; North Dakota State Univ., Fargo. Dept. of Agricultural Education.

Pub Date-Oct 81

Note-72p.; For related documents see ED 205 696-699 and ED 190 812-814.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agricultural Education, Agricultural Skills, Behavioral Objectives, *Horticulture, Instructional Materials, *Landscaping, Learning Activities, Occupations, *Ornamental Horticulture, *Plant Growth, Secondary Education, Trees, *Turf Management, Vocational Education

Identifiers-*Gardening, Shrubs

Intended to provide about 10 hours of instruction to first-year vocational agriculture students, this instructional unit introduces students to the horticulture industry, provides a broad background of horticultural practices, and covers many skills that can be directly applied by students in their projects. Topics of the individual sections of the unit are examining the field of horticulture; establishing and maintaining lawns; planting, pruning, and maintaining trees and shrubs; planting and growing a garden; and beautifying homes and farms. Included in each section are the objectives of the section, guide questions, references, an interest approach, key facts, and student learning activities. Transparency masters are included in each section. Among the activities suggested are projects involving guest speakers, field trips, actual hands-on experiences, and participation in a student farmer's market cooperative. (Other units in this series are available separately see note.) (MN)

ED 211 945 CS 006 452

Baumann, James F.

Children's Ability to Comprehend Main Ideas After Reading Expository Prose.

Pub Date-Dec 81

Note-22p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Elementary Education, Expository Writing, Grade 3, Grade 6, *Reading Comprehension, *Reading Research, Recall (Psychology), *Retention (Psychology), Short Term Memory

Identifiers-*Main Idea, *Prose Learning

A study was conducted to evaluate children's ability to comprehend main ideas after reading connected discourse and to develop and validate a straightforward and intuitively simple system for identifying main ideas in prose. Three experimental passages were randomly selected from third and sixth grade social studies textbooks, and education students extracted theme and main idea information. The subjects, 83 third grade and 89 sixth grade students, each read two of the three texts. When they had read the first passage, they returned the passage to a folder, wrote a single sentence telling what the whole story was about, then wrote as much as they could remember about the story. After reading the second passage, the students were asked to (1) choose from seven statements the one that best told what the story was about, (2) answer 12 multiple choice questions on the main idea and details, and (3) determine whether each of 12 statements referred to were main ideas, details, or false statements. The results suggested that elementary school students who read expository prose tended not to comprehend either the gist of an entire passage or its main ideas with great facility. The main identification strategy developed for use in the study proved to be reliable and practical. (HTH)

ED 211 966 CS 006 475

Askov, Eunice N. Dupuis, Mary M.

Teacher Change: Impact of an Inservice Program in Content Area Reading.

Pub Date-Dec 81

Note-10p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981). For related documents see CS 006 473-476.

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Change, *Content Area Reading, *Educational Research, Elementary Secondary Education, *Inservice Teacher Education, *Program Effectiveness, Program Evaluation, Reading Consultants, Reading Research, *Teacher Attitudes, Teacher Effectiveness, *Teacher Improvement

As part of the work from the Content Area Reading Project (CARP), which focuses on inservice teacher education in content area reading, a study examined the effects of an inservice content area reading program that involved two three-hour workshops per month on the theory and practical application of teaching methods for content area reading instruction. Both the 25 teachers in the experimental program and the teachers not involved in the project completed measures of teachers' attitudes toward teaching content area reading and of attitudes toward the inservice program. The results showed that the teachers involved in the workshops gained significantly in their attitudes toward content area reading, while the comparison group remained essentially similar on both administrations of the attitude survey. The conclusions drawn from the study were (1) that longterm involvement in inservice training in content area reading improves both knowledge of reading skills and attitudes toward content area reading, and (2) that the role of the reading supervisor was particularly critical to the inservice programs, because the supervisor served as the main link between the monthly theory workshops and the monthly application workshops. (RL)

ED 212 112 EC 141 518

Barrett, Patricia L. Schwerdt, Alan
Prevocational Skills Checklist for Severely Handicapped. Second Edition.
Riverside County Superintendent of Schools, Calif.
Pub Date-Oct 81
Note-132p.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Awareness, Check Lists, Cognitive Development, Day Care Centers, Elementary Secondary Education, *Job Skills, *Prevocational Education, Psychomotor Skills, Records (Forms), *Severe Disabilities, Sheltered Workshops, *Student Evaluation, *Vocational Education

The prevocational skills checklist is designed to be used as a continuous recordkeeping instrument on a severely handicapped student. Objectives of the checklist are to identify student competency level in prevocational skills; to identify areas where the student is lacking in basic vocational competencies; to provide educators with a competency list for prevocational curriculum development; and to provide a reference to prevocational skills needed for day care, work activities, sheltered workshops, and transitional community employment. Section I lists competencies to be checked and recorded for developing a student profile. Items cover competencies in the following skill areas: cognitive-functional math, vocational-fine motor, personal and safety, career awareness, vocational gross motor, cognitive-visual discrimination, cognitive-auditory discrimination, cognitive-tactile discrimination, cognitive-directional skills, cognitive-copying skills, vocational-social and emotional, and vocational-gross motor. A second section lists competencies relevant for prevocational and vocational training classes for secondary level severely handicapped students. Covered are skills needed for day care center, work activity center, and sheltered workshop placements. Student learning profile sheets are included at the end of each of the subsections in the document. (SB)

ED 212 135 FL 012 741

Trujillo, Armando Lujan Zachman, Jill M.
Towards the Practice of Culturally Relevant Teaching.
Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-19p.; Published as part of the Ethnoperspective Project. For volumes 1 and 2 of the project, see ED 200 005 and 203 663. For related documents, see FL 012 740-769.
Available from-Not available separately. See FL 012 738.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Bilingual Education, *Cognitive Style, Cultural Awareness, Educational Anthropology, Elementary Education, Ethnography, Learning Modalities, *Models, *Social Environment, Social Studies, *Student Teacher Relationship, Teaching Methods

The central concept underlying the approach and strategies offered here is culture as process, that is, the knowledge people use in their everyday life situations. A presupposition is that all human knowledge is cultural. Conceptual patterns are identified within the learner's cognitive framework which will be of importance in teacher-learner interaction. The topic is then developed in three parts the theoretical construct, the teacher-learner model, and application of theory. Considering the school and classroom as a culture system, the first part deals with the learning process, different learning styles and cognitive maps'' or intellectual frameworks, as well as with a variety of cultural backgrounds. The teacher-learner model attempts to provide a procedure by which teachers might narrow the distance between the cognitive maps of teacher and learner, and design the encounter so that the learner would find reception both possible and acceptable. The application of the theory is presented in outline form with a brief illustration from a social studies lesson. In general, the methodology is said to change the use of culture'' from a supplementary aid activity to the primary vehicle of instruction. (AMH)

ED 212 155 FL 012 761

Lombardo, Maria

The Construction and Validation of Listening and Reading Components of the English as a Second Language Assessment Battery.

Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-14p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.
Available from-Not available separately. See FL 012 738.
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Bilingual Education, Criterion Referenced Tests, English (Second Language), High School Students, *Language Proficiency, *Language Tests, Linguistic Competence, *Listening Skills, *Reading Skills, *Receptive Language, Secondary Education, *Test Validity
Identifiers-English as a Second Language Assessment Battery

This research was designed to construct and validate an effective, reliable, criterion-referenced test the English-as-a-Second Language Assessment Battery (ESLAB) for assessing the English skills of secondary students learning English as a second language (ESL) in bilingual education programs. The ESLAB for receptive language was validated first. This decision was based on the fact that individuals acquire competence before performance and that the receptive area precedes the expressive area in the acquisition of language. A modification of Cohen's model was used as a theoretical base. The validation procedure for the receptive skills (listening and reading) included item analysis, establishment of reliability, and the confirmation of test validity. It was concluded that the receptive area tests are valid measures of language proficiency. The significance of the study lies in the following: (1) It provides information on methodology for constructing and validating a criterion-referenced assessment battery; (2) the ESLAB has been prepared and pilot tested; and (3) the data support the contentions of interrelations among language areas. (AMH)

ED 212 176 FL 012 783

Dollaghan, Chris

The Acquisition of Verb Propositional Schemata.

Pub Date-Oct 81

Note-31p.; Paper presented at the Annual Boston University Conference on Language Development (6th, Boston, MA, October 9-11, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Language, Children, *Language Acquisition, Language Research, Psycholinguistics, *Verbs

In addition to componential aspects of verb meaning, children must also acquire a representation of each verb's combinatorial properties or propositional schema, i.e., the number of arguments with which it is obligatorily or optionally associated. The present study investigated developmental changes in children's awareness of the combinatorial requirements of 22 early learned verbs, through their judgements and corrections of sentences from which obligatory and optional arguments had been omitted. Twenty-five children in each of three age groups (mean ages: 4;4, 7;2, and 10;0) were asked to judge and correct 44 sentences constructed to contrast verb pairs for which the same argument was obligatory or optional. Results showed significant changes across age groups in awareness of verb argument requirements, with this apparent progression: (1) initial ignorance of argument requirements; (2) gradually increasing awareness of these requirements, (3) overgeneralization of requirements to sentences lacking optional arguments, and (4) an adult-like representation of obligatory and optional arguments for each verb. (Author)

ED 211 773 CE 031 057

Wolman, Jean

Getting Down to Business: Nursing Service, Module 14. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Apr 81
Contract-300-79-0535
Note-33p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100R2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, *Nursing, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods
Identifiers-*Entrepreneurship, *Small Businesses

This is the fourteenth in a set of 36 teacher guides to the Entrepreneurial Training modules and accompanies CE 031 056. The purpose of this module is to give students some idea of what it is like to own and operate a nursing service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Nursing Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 861 CE 031 307

Allen, John P. Bell, D. Bruce

Correlates of Military Satisfaction and Attrition Among Army Personnel.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.-ARI-TR-478

Pub Date-Jul 80

Note-34p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Armed Forces, *Attitudes, Coping, Job Satisfaction, Justice, *Military Personnel, Military Service, Morale, Motivation, Occupational Information, *Organizational Climate, Organizational Communication, *Organizational Effectiveness, *Participant Satisfaction, Spouses

Identifiers-*Army, Army Life 78 Study

A study determined relationships between Army organizational variables and levels of soldier satisfaction and assessed correlates of attrition and battalion effectiveness ratings. It was based on a secondary analysis of data collected in the Army Life-78 Study, which considered relationships of organizational climate and unit effectiveness. Subjects were 8,140 personnel assigned to 60 battalions. Other administrative data considered were Unit Readiness Reports, Annual General Inspection Ratings, incidence of criminal activities, and measures of attrition. The most striking finding was that three types of satisfaction (job satisfaction, sense of equity from the Army, and overall satisfaction with the Army) were extremely closely related to variables of organizational climate and also very highly associated with several job characteristics. To a lesser, but still significant extent, satisfaction was a function of several types of endogenous Army life problems (salary, time off, etc.). Considerations of the potentially moderating variables of soldier coping resources and presence of spouse with the servicemember contributed little to an understanding of the relationship of predictors to satisfaction. Unit attrition rates were not found to be related to measures of unit effectiveness. Recommendations were made for methodological changes in future research. (YLB)

ED 211 903 CG 015 696

Braukmann, Patrizia D. And Others

Natural-Family Interactions and Their Relationship to Drug Use and Delinquency.

Pub Date-Aug 81

Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, Antisocial Behavior, *Delinquency, *Drug Use, Family Relationship, Instruction, Males, Negative Reinforcement, Observation, *Parent Child Relationship, *Parent Influence, *Peer Influence

Studies in group homes have shown that behaviors suggestive of a reinforcing relationship with an adult and of adult teaching are inversely related to self-reported delinquency among group home adolescents. Adolescents (N 29) living in natural family settings completed several self-report measures of delinquency and drug use to determine whether their perception that parents or peers disapproved of their drug use and delinquency would make them less likely to engage in such behaviors. Interactions between the boys and their parents were directly observed and rated for talk, proximity, social teaching, and negative interaction behavior. Results showed consistent, significant inverse relationships between parental use of teaching and most of the questionnaire measures of drug use and delinquency, with the implication that teaching may be an important parenting behavior linked to youth avoidance of delinquency and drug use. A positive and significant relationship also occurred between parental negative behaviors and youth delinquency and drug use. The findings suggest that perceived approval or disapproval by parents and peers is related to delinquency and drug use among adolescents. (NRB)

ED 211 924 CS 006 422

Olson, Mary W. Campbell, Aileen Oudega
A Clinical/Support Reading Program for Secondary Schools.
Pub Date- 81
Note-10p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Developmental Programs, *Individualized Instruction, Program Content, Program Descriptions, Reading Centers, *Reading Diagnosis, *Reading Instruction, *Reading Programs, *Remedial Reading, Secondary Education, Secondary School Students, Student Needs, *Teacher Role

Faced with a growing number of secondary school students reading below grade level, educators have begun to look for an effective program to improve reading ability and also meet the special needs of the older student. The clinical/support program recognizes that each student's developmental rate, reading capabilities, and interactions with his or her environment are unique. The program first identifies students with special reading needs, then develops student profiles in order to determine individual instructional plans. The cooperation of students, parents, and school personnel in decision making and goal setting before implementation of an instructional plan is essential to the program, as is evaluation of both student performance and program effectiveness. The program requires the services of a certified reading specialist who spends half of his or her time providing direct instruction and the remainder of the day in testing, planning, demonstration teaching, or record keeping. The specialist is assisted by a paraprofessional who is responsible for supervising students engaged in practice activities and recreational reading. (FL)

ED 211 987 CS 206 707

Mathes, J. C., Comp. Pinelli, Thomas E., Comp.

Technical Communication: Perspectives for the Eighties. Part 2. Proceedings of the Technical Communication Sessions of the Annual Conference on College Composition and Communication (32nd, Dallas, Texas, March 26-28, 1981).

National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.
Report No.-NASA-CP-2203-Pt-2
Pub Date-81
Note-310p.; For related document, see CS 206 706. Several pages may be marginally legible.
Pub Type- Collected Works - Proceedings (021) - Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Business Communication, *Classroom Techniques, Course Content, Higher Education, Industry, Interdisciplinary Approach, Sentence Combining, Teaching Methods, *Technical Writing, Two Year Colleges, *Writing Instruction, *Writing Processes, Writing Research, Writing Skills
Identifiers-Audience Awareness, *Technical Communication

The 42 papers in this volume discuss a variety of technical writing topics. The following are some of these topics: (1) industry's views on new directions in technical communication, and the technical writing skills that industry needs; (2) an interdisciplinary approach to teaching technical report writing in the community college; (3) designing minors in technical communication for technical students; (4) the composing processes in technical communication; (5) ethos in technical discourse; (6) applying selected rhetorical strategies to teaching professional and technical writing; (7) what beginning teachers should know about teaching business and technical writing; (8) using sentence combining in technical writing classes; (9) perspectives on audience awareness in technical communication; (10) using analogies within prewriting activities; (11) practical applications of technical writing; (12) trends in liability affecting technical writings; and (13) attitudes toward English teachers who moonlight'' as writing consultants. (RL)

ED 212 008 CS 503 722

Taft-Kaufman, Jill

Creative Collaboration: The Rehearsal Process in Chamber Theatre.

Pub Date-Nov 81

Note-14p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Acting, *Creative Activities, *Dramatics, Higher Education, *Oral Interpretation, *Production Techniques, Readers Theater, Speech Communication

Identifiers-*Improvisation, *Rehearsals (Theater)

The extensive use of improvisational techniques in rehearsals for chamber theatre productions develops for the performer a strong engagement with the text. The director can channel the movement and gestures that emerge from these techniques into the production itself, with results that more effectively convey the literature than traditional rehearsal methods usually produce. Such a process has benefits for the performers as well as for the production: the performers learn the lines of script without the constant repetition of traditional rehearsals and their improvisations help cocreate with the director the staging of the text, thereby increasing their involvement in the production. (RL)

ED 212 030 CS 503 756

Copeland, Gary A. Slater, Dan

Catharsis and Fantasy.

Pub Date-Nov 81
Note-19p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aggression, *Behavioral Science Research, *Catharsis, *Fantasy, Hostility, *Mass Media, Media Research, Programing (Broadcast), Research Methodology, *Research Needs, Television Viewing, *Violence
Identifiers-Audience Response, *Media Effects

Behavioral effects studies of mediated violence have traditionally focused on four paradigms: limited effects/reinforcement, instigation, imitation, and catharsis. The catharsis perspective suggests that the desire or need to exhibit aggressive or hostile behaviors is reduced by a release of those desires through vicarious or behavioral participation. Clearly those individuals unable to fantasize will have little or no catharsis, whereas those who have a higher ability to fantasize will be better able to engage in catharsis, thus reducing their overt aggression. Despite the importance of the fantasy ability both conceptually and methodologically, it is not measured in most media effects studies. Of primary importance for media researchers is the realization that catharsis will not function equally for all. Second, researchers must attempt to denote what types of mediated messages stimulate the greatest fantasy involvement on the part of the viewer. Third, exploration of the content of fantasies must be attempted. And fourth, fantasy may be a mediating variable between heavy media viewing and overt behavioral aggression. In summary, catharsis is a paradigm that too often is rejected due to public and private opinion that mediated violence must have some negative impact on viewers. A reformulation of the catharsis paradigm to include levels of fantasy ability, the type of mediated message that best triggers fantasies, and the content of the fantasies evoked could provide a resurgence of interest in catharsis as an effect of viewing mediated violence. (HOD)

ED 212 070 EA 014 345

Shaumleffel, Virginia
North Bend: Portrait of a Districtwide Reading Program.
Oregon School Study Council, Eugene.
Pub Date-Oct 81
Note-35p.
Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00, $3.00 prepaid; quantity discounts).
Journal Cit-OSSC Bulletin; v25 n2, October 1981
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basal Reading, Elementary Secondary Education, Individual Instruction, Library Services, Networks, *Reading Material Selection, *Reading Programs, Remedial Reading, School Districts, State Standards, Teacher Participation
Identifiers-*North Bend School District OR, Right to Read

In describing the K-12 reading program in the North Bend (Oregon) School District, this report presents a brief history of the program, discusses key aspects, and lists the program's standards. The program history covers its start in 1974, the effect of an earlier Right to Read campaign, and the district's adoption of the Macmillan basal reading series. The author emphasizes three aspects: the use of a basal series districtwide, to ensure consistency and continuity; the encouragement of teacher involvement through a reading monitoring committee; and the priority assigned to reading by all administrators and teachers. She notes that the program meets Oregon state standards requiring that a program have a philosophy and objectives, a K-12 skill sequence, assessment procedures, prescriptive teaching materials, and program improvement methods. The program uses the basal series throughout elementary and junior high school grades, according to the author, and then provides individualized remedial instruction at the secondary level. Three unique components of the program, the author points out, include the reading monitoring committee and its role in decision-making, a communications network that reaches the community and the staff, and a districtwide library reading program. (RW)

ED 212 091 EA 014 383

Johnstone, James N.

Indicators of Education Systems.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.-ISBN-0-850-38-447-8

Pub Date-81

Note-332p.

Available from-Publications Officer, International Institute for Educational Planning, 7-9 rue Eugene Delacroix, 75016 Paris, France (Order No. F.73; 100.00 francs, prepaid).

Pub Type- Books (010) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Comparative Analysis, Diagrams, *Educational Development, Educational Planning, *Educational Quality, Educational Research, Elementary Secondary Education, Input Output, Outcomes of Education, Postsecondary Education, Reliability, *Statistical Data, Tables (Data), Validity

Identifiers-*Educational Indicators

In 11 chapters with 54 data tables and 29 diagrams, the author discusses the theory, problems, and uses of educational indicators. He defines educational indicators as characteristics that point, with more or less exactness, to general or overall aspects of an educational system. Chapter 1 examines the concept of an educational indicator and the considerations to keep in mind when constructing indicators. Chapter 2 presents statistical issues involved with indicators, including their reliability and validity. The next two chapters look at both the theoretical and empirical aspects of developing indicators, while chapters 5 and 6 suggest national and regional indicators of educational inputs, outputs, and processers. The presentation and use of indicators for educational planning and research and for the classification of educational systems are covered in chapters 7-10. In the final chapter the author summarizes the implications of indicator development and use. Three appendices review methodological and statistical aspects of educational indicators. (RW)

ED 211 669 CE 030 751

ABE Teaching/Learning Management System. Final Report.
Monroe County Community Schools Corp., Bloomington, Ind.
Spons Agency-Department of Education, Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.
Pub Date-81
Note-51p.; For related documents see CE 031 167-168 and CE 031 170-173.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Guides, *Adult Basic Education, Adult Learning, Competence, Competency Based Education, Educational Diagnosis, English Instruction, Individualized Instruction, Instructional Materials, *Instructional Systems, Job Skills, Learning Disabilities, *Material Development, Mathematics Instruction, Program Administration, *Program Effectiveness, *Program Implementation, Reading Instruction, Student Evaluation, Teacher Education, Teacher Workshops, Teaching Guides, Vocabulary Development
Identifiers-*CUBE System, Curriculum Management

A project was conducted to develop and refine an adult basic education (ABE) teaching/learning management system called CUBE (Continuity and Unity in Basic Education). (The CUBE system a diagnostic/prescriptive system for individualizing competency based learning for students in ABE provides a flexible and complete system of instruction for ABE students in the content areas of reading, math, English, and vocabulary; instruction on the topic of learning disabilities and the adult learner; and a system for complete program management.) Objectives of the program were to refine the goals of the system and package the materials, to conduct five regional workshops on the system, and to implement the system in four local ABE programs. These objectives were completed successfully in the following manner: (1) instructional materials in each of the four content areas were revised and organized into color-coded notebooks; (2) also developed were instructional and program administration manuals; (3) with the aid of project staff who made on-site visits, four local programs implemented the system; and (4) a series of regional meetings were conducted and resulted in additional requests for implementation of the system. (The project-developed materials and manuals are available separately see note.) (MN)

ED 211 722 CE 030 993

Froomkin, Joseph
The Future Role of Vocational Education.
Froomkin (Joseph) Inc., Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.
Pub Date-Nov 80
Note-42p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Vocational Education, Apprenticeships, Career Education, Employee Attitudes, Federal Legislation, Federal Programs, *Futures (of Society), Postsecondary Education, *Prediction, *School Role, Secondary Education, *Vocational Education, Work Attitudes, Youth Employment
Identifiers-Vocational Education Study

Substantial changes in the structure of the United States economy in the next 10 to 20 years will affect the uses of vocational education. Growth of the civilian labor force will be slower, the share of government employment will decline, a higher proportion of the gross national product will originate in manufacturing, and the labor force will consist increasingly of better educated persons in their prime working age. To adapt to the new conditions of the labor market, most of vocational education's present institutions will remain in place, but their functions will change. The stress in career education is likely to shift from entry job orientation to career ladders. Training programs will be used to instill positive work attitudes. Broadening of employment opportunities to youth in secondary programs is likely. Most emphasis will probably be focused on service job training. Formal apprenticeship programs will not be expanded, although community- or school-sponsored programs may be established. Postsecondary vocational education may grow from (1) new federal programs to subsidize business, (2) requirement that businesses set aside funds to finance additional training of the labor force, and (3) an American economy rededicated to quality. (YLB)

ED 211 756 CE 031 040

McBain, Susan L.

Getting Down to Business: Dairy Farming, Module 6. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-85p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100D1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, *Dairy Farmers, Financial Support, Learning Activities, Learning Modules, *Marketing, Money Management, Recordkeeping, Salesmanship, Secondary Education

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a dairy farm is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (personal qualities; products and customers; legal requirements); choosing a location (distance from town; amount of land needed; water; buildings and equipment); getting money to start (description of business; statement of financial need); being in charge (dividing the work; hiring a worker); setting prices (operating expenses; profit needed or wanted; demand for products; competition); marketing farm products (marketing process; marketing milk; the price of milk); keeping farm records (record of milk sales; record of expenses; records on the herd); buying and keeping track of supplies (choosing suppliers; ordering supplies; inventory card); and keeping your business successful (profit and loss statement; profit ratio and expense ratio; increasing net profits). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 791 CE 031 075

Kingi, Marcella

Getting Down to Business: Day Care Center, Module 23. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-27p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100AA2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Skills, *Child Care Occupations, *Day Care Centers, Financial Support, Information Sources, Learning Activities, Learning Modules, Recordkeeping, Salesmanship, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the twenty-third in a set of 36 teacher guides to the Entrepreneurship Training Modules and accompanies CE 031 074. Its purpose is to give students some idea of what it is like to own and operate a day care center. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Day Care Center; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

Sours, Floyd P.
The Book of Chemical Crisis.
Pub Date-79
Note-117p.
Pub Type- Guides - Non-Classroom (055) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavior Patterns, Coping, *Counseling Techniques, Counselor Qualifications, *Crisis Intervention, *Drug Abuse, Drug Rehabilitation, Models, *Personality Traits, *Psychological Patterns, Stress Variables, Therapy
Identifiers-*Hallucinations

This book presents a crisis management model that effectively bridges the areas of substance abuse and crisis intervention. A crisis alternatives model which can be incorporated into drug counseling programs is discussed, along with a four-step crisis intervention plan for use by crisis workers that includes: (1) establishing rapport; (2) gathering information; (3) devising a plan; (4) taking action based on the plan. The basic knowledge and skills counselors need to work with chemical abusers are identified and several treatment modes and available services are explored. Detailed descriptions are provided for the three behavior types (impulsive, withdrawn, social) that are most often seen in substance abuse crisis centers, with special attention given to each type's basic life issues and characteristic methods of handling stress. The role that chemicals play in helping each type to buttress and potentiate defenses is discussed, and specific recommendations about appropriate interventions are given. Special crisis situations involving hallucinations and polydrug use, as well as a section on treatment and referrals, are described using the three behavior types. The last chapter deals with interpretation and use of the model using a one-act play found in Appendix A. Additional appendices contain a crisis inventory, types of interaction effects, and a hallucination list. (NRB)

Huhn, Ralph H., Jr.
RSM2P: A Meta-Cognitive Approach for Teaching Cognitive Strategies to Facilitate Learning.
Pub Date-Dec 81
Note-7p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, *Cognitive Style, Elementary Secondary Education, Metacognition, *Problem Solving, *Reading Instruction, Study Skills, *Teaching Methods
Identifiers-*Reading Strategies

The impulsive responder'' is a learner who avoids or eliminates confusing situations. Rather than acknowledging that a given problem solving task is too difficult, the impulsive responder simply perceives a different task one that he or she has learned to solve. For the teacher there may be many different problems, but for the impulsive responder the problem is always the same relief from the focus of attention. One procedure for teaching these students some very specific steps for thinking through'' a task is the Rationale, Steps, Model, Practice (aided), and Practice (independent) (RSM2P) approach. This procedure may be used to teach any cognitive strategy. The teacher begins by discussing the purpose of the strategy and how it can help the student. Next, the teacher provides the student with the steps of the specific cognitive strategy in writing and then models the use of the strategy while vocalizing the thinking and decision making process. The student can thus see and hear how to perform the task and become aware of how the thought process monitors the performance, and can then use the strategy with the assistance of the teacher. Finally, the teacher gives the student a number of similar tasks to determine if learning the strategy has effected more accurate performance. (HOD)

ED 211 967 CS 006 476

Townsend, Brenda S.

Study Skills: Impact of a Teacher Inservice Program on Student Achievement.

Pub Date-Dec 81

Note-12p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981). For related documents see CS 006 473-475.

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Area Reading, *Educational Research, Elementary Secondary Education, *Inservice Teacher Education, *Program Effectiveness, Program Evaluation, *Reading Achievement, Reading Research, Reading Skills, Reading Tests, Standardized Tests, *Student Improvement, Study Skills, Teacher Attitudes, Teacher Effectiveness

As part of the work from the Content Area Reading Project (CARP), which focuses on inservice teacher education in content area reading, a study examined the effects of an inservice content area reading program reflecting the CARP model on student reading and study skills achievement. The study also compared the uses of norm-referenced tests versus criterion-referenced tests in measuring reading and study skills achievement. Subjects were fourth, fifth, eighth, and ninth grade students of teachers who participated in the monthly inservice workshops on content area reading strategies (the experimental group) and of teachers who had not participated in the inservice project but who matched as closely as possible the project teachers (the comparison group). A measure of general reading ability, the Work-Study Skills subtest of the Iowa Tests of Basic Skills (norm-referenced), and selected subtests of the Wisconsin Tests of Reading Skills Development (criterion-referenced) were the instruments used in the study. No definite pattern of significant differences was established from class to class in the analysis of the data, a result that might be due to the lack of emphasis on reading and study skills in the inservice courses or to the urging of teachers in the program to be resource persons and to share ideas with colleagues (the comparison group teachers). The findings favored neither the norm-referenced tests nor the criterion-referenced tests, although the criterion-referenced test had more subtests to indicate specific areas of reading skill. (RL)

ED 212 050 EA 014 323

Feldvebel, Alexander M.
Leadership for Learning.
Pub Date-Aug 81
Note-11p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Administrator Responsibility, Affective Behavior, Educational Administration, *Educational Research, Elementary Secondary Education, *Instructional Improvement, Leadership Responsibility, *Learning Processes, Test Use
Identifiers-School Effectiveness

Administrators spend most of their time on noninstructional matters. Because they excuse this by claiming that nothing is known of the learning process, they need a systematic ordering of the basic, verified knowledge on learning. For instance, findings in learning research show that the capacity to learn school subjects is far more widely distributed than was thought, that achievement is strongly interrelated with affective factors like self-esteem, and that testing can be used to improve teaching and learning processes as well as to classify students. Researchers have also gathered data on teaching activities and school structures and relationships that affect learning. Educational administrators can no longer maintain that we lack knowledge on learning processes, and they should take responsibility for using the knowledge gathered. However, most research and training in educational administration has focused on administrative behavior and matters unrelated to classroom learning rather than on school effects, student social patterns, and classroom-level variables. Among the implications of learning research findings are that administrators should reassert instructional leadership, foster staff development, and implement new school and classroom organizational patterns based on the research. (Author/RW)

ED 212 193 HE 014 642

Proceedings of the International Congress on Clinical Pharmacy Education. (1st, Minneapolis, Minnesota, July 13-16, 1976).

American Association of Colleges of Pharmacy, Bethesda, Md.; Minnesota Univ., Minneapolis. Coll. of Pharmacy.

Pub Date-76

Note-198p.

Available from-American Association of Colleges of Pharmacy, 4630 Montgomery Avenue, Suite 201, Bethesda, MD 20014 ($6.00).

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Clinical Experience, *Clinical Teaching (Health Professions), Clinics, Curriculum Development, Educational History, Foreign Countries, Higher Education, International Programs, Interprofessional Relationship, *Pharmaceutical Education, Pharmacists, *Pharmacy, Professional Education, *Program Development

Identifiers-American Association of Colleges of Pharmacy, University of Minnesota

The proceedings of the First International Congress on Clinical Pharmacy Education, which introduced pharmacy educators from outside of North America to the U.S. clinical pharmacy component of education and practice are presented in more than 20 separate papers. The program's objectives were: (1) to provide a historical overview of the development of clinical pharmacy and examine its predicted future and environment; (2) to offer an orientation to clinical pharmacy practice and education through on-site visitations; (3) to provide a look at how clinical pharmacy is viewed by the physician, nurse, pharmacist, student, and observer; (4) to provide the basic considerations for the development of the clinical component of pharmacy education; and (5) to offer a discussion of how to develop clinical pharmacy education in a pharmacy school. Sections include: clinical pharmacy; how others view clinical pharmacy (physician, nurse, pharmacist, student, and observer perspectives); basics of the clinical component of pharmacy education (patient interview and monitoring, patient education, drug information, and integration of instruction); and clinical pharmacy education: how to do it (administration, basic and clinical sciences, supporting services, program evaluation, and instructional methodology). Foreign participants came from the following countries: Saudi Arabia, Korea, Philippines, Egypt, Ghana, Rhodesia, Japan, New Zealand, Nigeria, Belgium, England, South Africa, W. Germany, Peru, Australia, India, Netherlands, Wales, and Iran. (LC)

ED 211 686 CE 030 917

Cooper, Alan H.
Prototypes for Teaching Basic Skills in Business and Industry. 310 Project Final Report.
Ohio County Board of Education, Wheeling, W. Va.
Spons Agency-West Virginia State Dept. of Education, Charleston.
Pub Date-Jun 81

Note-129p.
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Adult Basic Education, Adult Programs, *Basic Skills, Bibliographies, Business, Curriculum Development, Employee Attitudes, *Industrial Training, Industry, Literature Reviews, *Methods, *Models, Program Descriptions, Program Development, Teaching Methods, Work Attitudes

In this report of a project to research existing industrial training of basic skills are provided an overview of the project and examination of four aspects associated with training. Part 1 is a detailed account of the search procedure that located and reviewed literature on basic skills training industry. A bibliography of the sources found in the search is provided. Section 2 is a review and analysis of the sources identified in the search covering four aspects of industrial training: theory of training, examples of training programs, problems in training, and processes in training. Figures representing 10 training models appear. In the concluding comments a proposed theory of industrial training is discussed and a schematic model for program construction is provided. Appendixes include four essays written mid-way through the project on aspects of training (flexibility, organizational climate, culture, literacy) and an interim evaluation report. (YLB)

ED 211 705 CE 030 948

Services to Displaced Homemakers. Community Education Proven Practices II.

Austin Independent School District, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date- 81
Grant-G008006692
Note-63p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agency Cooperation, *Community Education, Community Resources, Demonstration Programs, *Displaced Homemakers, *Employment Services, Females, Financial Support, Job Applicants, Job Placement, Job Training, Needs Assessment, Postsecondary Education, *Program Content, Program Development, Program Effectiveness, Program Evaluation, *Program Implementation, *Program Proposals, Proposal Writing, Reentry Workers, Womens Education

The Redirected Homemakers Project began in August, 1979, as a program to aid displaced homemakers in the assessment and development of skills which could be translated into meaningful, salaried work. The project operated within the office of Community Education of the Austin (Texas) Independent School District. Within the structure of the school district, more than 400 women were served in a 12-month period through classes, counseling, job development, job placement, and referral services all at no cost to the clients. This publication describes the Redirected Homemakers Project from idea through conception, proposal writing, program development and implementation, funding efforts, and evaluation, with emphasis on how the reader can use the experiences incurred in the Austin project to implement a similar project of community education, regardless of the aim or client population of such a project. Following introductory comments about displaced homemakers and the Austin Redirected Homemakers Project, the guide is divided into seven chapters covering staffing, providing services for displaced homemakers, community education and redirected homemakers, start-up of the project, assessing needs, developing community support, and project evaluation. Throughout the chapters, On Your Own'' sections offer concrete suggestions to the reader on methods of putting into practice the experiences of the Austin project. Appendixes to the document include materials used to recruit clients into the program, client intake forms, sample programs, and a bibliography of sources about displaced homemakers. (KC)

ED 211 739   CE 031 017

Kirst, Michael W. Rabe, Barry G.

Vocational Education and Federal Policy in San Francisco.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Educational Policy and Organization Program.
Pub Date-18 Feb 81

Note-98p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Community Colleges, Delivery Systems, Educational Legislation, Educational Policy, Federal Aid, *Federal Government, *Federal Legislation, Federal Programs, *Government Role, Higher Education, Postsecondary Education, Program Development, School Districts, Secondary Education, Two Year Colleges, *Vocational Education
Identifiers-California (San Francisco), Comprehensive Employment and Training Act, *San Francisco Community College District CA, *San Francisco Unified School District CA, Vocational Education Act 1963, Vocational Education Study

The federal government role is significant in the San Francisco vocational education system which has two primary delivery systems the San Francisco Unified School District (SFUSD) and Community College District (SFCCD). The SFUSP is hampered by the city's pluralistic and decentralized governance approach. Although the state was not irrelevant in establishment of local education policy, vocational education program development primarily bears the imprint of internal political, social, and economic factors. The future of secondary vocational education is not encouraging, considering the increasingly dominant role of comparatively well-financed community colleges. In apparent contrast to the contractive process in the SFUSD is the recently developed School of Business and Commerce. It was designed, however, primarily as a last-ditch measure to gather and maintain SFUSD's outstanding vocational education resources. SFUSD's present program limitations and future financial constraints have enabled SFCCD to dominate vocational instruction through its dual delivery systems: the main community college campus and decentralized college centers and satellites. Vocational Education Act funding is largely a supplement for the two local delivery systems. It also carries the adverse impact of distracting local administrators from their primary responsibililties. While providing supplemental vocational training, Comprehensive Employment and Training Act programs are weakened by vast resource scattering. (YLB)

ED 211 826 CE 031 131

Leske, Gary Frederickson, Steve

Needs Assessment for Vocational Education Administrators: An Evolving System for Staff Development Decision Making. User's Manual.

Minnesota Univ., Minneapolis. Research and Development Center for Vocational Education.

Pub Date-Jun 81

Note-67p.; For related documents see ED 198 246-247.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Role, Feedback, Interprofessional Relationship, Management Development, *Needs Assessment, Peer Evaluation, *Professional Development, *Self Evaluation (Individuals), Teacher Administrator Relationship, *Vocational Directors

To help vocational education administrators produce a personal plan for professional development, this manual describes how to use needs assessment instruments, prepare the feedback, and interpret the feedback. An introduction briefly reviews the project that developed the process and defines potential users and needs assessment. The needs assessment process is then described that involves use of three different instruments for self evaluation and parallel evaluation by both superordinates or colleagues and subordinates. These areas are examined: administrative knowledge base, operation in general administrative/management procedures, and functioning in terms of administrative tasks. Information is provided for each major activity-orientation, instrument completion, parallel raters, and followup in data collection. The next section reviews the feedback package format. Mechanics for compiling the data and preparing feedback are described using illustrative examples and example forms. The evaluation instruments and feedback package are appended. (YLB)

ED 211 844 CE 031 246

Salem, M. Nagi Copa, George H.

Stability in Job Selection Patterns of Post-Secondary Vocational Education Graduates in Minnesota.

Minnesota Univ., Minneapolis. Research and Development Center for Vocational Education.

Pub Date-Oct 81

Note-82p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Accounting, Agricultural Machinery Occupations, *Career Choice, Carpentry, Child Care Occupations, *Education Work Relationship, Electrical Occupations, *Employment Level, Employment Patterns, Fashion Industry, *Graduates, Graduate Surveys, Job Training, Labor Supply, Landscaping, Longitudinal Studies, Occupational Surveys, Occupations, Postsecondary Education, Practical Nursing, Technical Education, *Vocational Education, Vocational Followup, Welding

Identifiers-Minnesota

A study was conducted to increase understanding of how postsecondary vocational education programs in Minnesota link to the labor market. The process used was to examine the types of jobs selected by program graduates and the consistency of stability in the job selection patterns among area vocational-technical institutes offering the same programs and across a four-year period. A purposive sample of nine postsecondary vocational education programs was selected to provide broad representation of the various types of programs in Minnesota. Student follow-up data for 7,654 graduates of the selected programs for the school years 1973-74 to 1976-77 was used in the analysis. A description of the types of jobs selected by the graduates of each program was developed. A new statistic, called the repeatability coefficient, was adapted from genetics research to assess the stability in job selection patterns among institutes offering the same programs and across years of the four-year time period. The results indicate that while graduates of a given program select a wide variety of different occupations and industries, a relatively small number of occupation and industry titles were needed to characterize the jobs selected by a majority of each program's graduates. Further, there was considerable variation in the stability of the job selection pattern for program graduates among institutes and time periods. Where the stability was higher, it was recommended that more confidence can be placed in using labor market demand projections for occupations related to these programs as useful information in planning vocational education. (Author/KC)

ED 211 925 CS 006 423

Lengyel, Janice Baghban, Marcia

The Effects of a Family Reading Program and SSR on Reading Achievement and Attitudes.

Pub Date- 80
Note-12p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Family Involvement, Parent Participation, Primary Education, *Program Effectiveness, Reading Achievement, *Reading Attitudes, Reading Habits, *Reading Programs, Rural Schools, *Sustained Silent Reading

In an effort to provide maximum support for the reading success of its students, a primary school in a rural, coal mining area simultaneously developed a family reading program and a sustained silent reading (SSR) program. The major objective of the family reading program was to encourage parents to read to their children for 15 minutes a day, seven days a week for a period of nine weeks. Sustained silent reading was scheduled in the classroom for 15 minutes every afternoon. To obtain data on the family reading program, questionnaires were designed to determine reading attitudes and habits for both the students and their parents. To evaluate SSR effects, three first grade students who participated in both programs were selected for case studies. One final method of evaluation for general reading improvement was the use of reading scores made by the students on the Comprehensive Test of Basic Skills. Results showed that more first and second grade students who participated in both programs considered reading their favorite subject, did more reading at home, and enjoyed silent reading than did the students who participated only in the SSR. Those students who participated in both programs also received higher reading achievement scores. There were some areas in which the students who participated in only the SSR program expressed more positive responses than the students who were in both programs. (HOD)

ED 212 009 CS 503 725

Rowland, Robert C.

Substance or Procedure: Misapplication of the Tabula Rasa'' Approach.

Pub Date-Nov 81

Note-19p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Debate, *Evaluation Methods, Higher Education, *Judges, Persuasive Discourse, *Public Speaking, *Speech Communication, *Theories

Identifiers-*Tabula Rasa Approach

Pointing out that the tabula rasa'' debate perspective is built on the assumption that free and open debate is the fairest and most accurate method of resolving disputes, this paper argues that the tabula rasa'' approach itself has not been subjected to a similar scrutiny. The paper notes that this perspective was derived from the legal community's experiences in deciding court cases and discusses how the legal version of the approach has been misapplied in the field of debate. It argues that judges in the law embrace a form of tabula rasa'' as a method of putting aside preconceptions in order to fairly evaluate issues, but that they also recognize that the perspective, if taken to an extreme, can produce inaccurate and unfair decisions. Debate judges, it continues, have not been so willing to adopt this limited version of tabula rasa.'' By accepting the passive, unlimited version of tabula rasa,'' debate judges have shifted the balance of argument in debate toward procedural issues and away from substantive questions of fact and policy. The paper proposes an active, but limited, tabula rasa'' model of debate evaluation that is designed to remedy such problems. It suggests that by establishing minimum standards that must be met by all arguments, the proposed model would encourage debaters to develop high quality theoretical and substantive arguments while avoiding theoretical trickery. (FL)

ED 212 113 EC 141 519

Shuster, Susan K.

Indiana Integrated Model Preschool Program (Monroe County Community School Corporation Multi-Categorical Model Education Program). Final Report, July 1, 1980-June 30, 1981.

Indiana Univ. Foundation, Bloomington.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-1 Oct 81

Grant-G007801299

Note-227p.; Print is poor in parts.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Demonstration Programs, *Disabilities, Individualized Instruction, Interdisciplinary Approach, *Mainstreaming, *Preschool Education

Identifiers-Integrated Model Preschool Program

The final report describes activities of the 3 year Integrated Model Preschool Program, which provided special educational services to up to 20 preschool handicapped children per year in an integrated public school setting in Monroe County, Indiana. First year activities focused on developing a prototype preschool demonstration program which could be replicated by local education agencies in anticipation of a future state mandate extending education of the handicapped to the preschool level. Fully developed in the second year, the program stressed individualized curricula implemented through an interdisciplinary team approach, part day mainstreaming with regular education students, and development of a data based instructional strategy. Third year efforts included refinement of the Goal Attainment Scaling process and parent pressures to replicate the project on the local level in lieu of statewide adoption. Program components are summarized in terms of direct service, parent-family participation, assessment of child progress, inservice training for Projet Staff, training for personnel from other programs and agencies, demonstration and dissemination, and corrdination with other agencies. The major portion of the document consists of appendixes including articles on the continuation of the preschool program, a summary of parent survey results, a report on goal attainment scaling, child growth, and the merits of alternative mainstreaming strategies for preschool children using a naturalistic evaluation approach. (DB)

ED 212 136 FL 012 742

Sainz, Jo-Ann

Principles of Design for Functional Bilingual Education Programs.

Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-13p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.
Available from-Not available separately. See FL 012 738.
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, Models, Multicultural Education, Outcomes of Education, *Program Design, *School Community Relationship, Student Needs, *Systems Analysis
Identifiers-Bilingual Programs

A functional design is presented, that is, one that enlists the collaboration of all persons and groups involved in and affected by the bilingual education program. The following points are stressed: (1) The program's good effects depend on the communication of guidelines outlined in the specific project; (2) children sense conflict between monolingual/bilingual sectors, or internal conflict due to programmatic methodological issues; and (3) articulation leads to greater functioning, whereas the reverse leads to dysfunction. In terms of these three points a number of issues are addressed funding, evaluation, bilingual competence in hiring, helping children to cope with and succeed in the broader society, the need for strategies to enlist the aid of the broader community, and the need for each program to map out a specific model. An outline of elements included in a successful model completes the article. (AMH)

ED 212 156 FL 012 762

Linares, Thomas A.
Articulation Skills in Spanish-Speaking Children.
Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-5p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.
Available from-Not available separately. See FL 012 738.

Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Articulation (Speech), Bilingual Education, Comparative Analysis, Cultural Context, Elementary Education, Foreign Countries, Language Research, Phonemes, Social Influences, *Spanish Speaking, *Speech Evaluation, *Speech Tests, *Test Construction, Verbal Development
Identifiers-Mexico, Spanish Articulation Test, United States

The purpose of the research was to develop an articulation test for Spanish-speakers and to field-test the instrument in both a monolingual Spanish-speaking environment and a bilingual Spanish/English environment. Such a test is needed because there has been little available to enable the diagnostician, whose clientele includes Spanish-speakers, to determine if speech production is normal, deviant, or due to the interaction of two languages. The test consists of 40 black and white drawings testing 23 different consonant phonemes in respective word positions. To obtain normative data from a monolingual Spanish-speaking environment, 97 children aged three to six years, from four schools in Mexico, were tested. A second study was undertaken with 148 Spanish-speaking children in southern New Mexico. This study was conducted by speech pathologists in the school district; the children tested were classified as either monolingual Spanish speakers or bilingual Spanish-dominant speakers. Results of this study were similar to the findings of the Mexico study. One indication from the test data is that the children in the Mexico study tended to master phonemes at an earlier age than monolingual English-speaking children or Spanish-speaking children in the United States. (AMH)

ED 212 177 HE 013 584

Jacques, Jeffrey M. Hall, Robert L.

Integration of the Black and White University. A Preliminary Investigation.

Florida Research Center, Inc., Tallahassee.

Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.

Pub Date-6 Dec 80

Contract-400-79-0021

Note-160p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Historical Materials (060)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Administrators, Affirmative Action, Black Colleges, Black Education, *Blacks, Black Teachers, *College Desegregation, College Faculty, College Role, Educational History, *Equal Opportunities (Jobs), Higher Education, *Interprofessional Relationship, Minority Groups, Organizational Theories, Professional Personnel, Racial Integration, *Racial Relations, Salaries, *Salary Wage Differentials, Socioeconomic Status, Teacher Administrator Relationship, Trustees, Whites

Identifiers-Noninstructional Staff, *United States (Southeast)

Ethnic/race relations among trustees, administrators, faculty, and professional nonfaculty who were affiliated with colleges and universities located in the Southeastern United States during the late 1970s were examined. The macroscopic theory of the split labor market (Bonacich, 1979) was modified and tested within an institutional framework. Basically, the theory suggests that race questions are really class questions in that one racial group may be identified as cheaper paid labor while the other may be identified as high priced labor. Historical perspectives on black Americans and the evolution of American higher education from 1619 to 1980 also are considered at length. A survey of three traditional black (TBI) and four traditionally white (TWI) institutions assessed such issues as the following: the historical mission of the institution, whether the goals of desegregation correlate or conflict with its historical mission, and whether there is a specific affirmative action/equal employment opportunity program at the institution. The survey data and interviews point clearly to a split in the labor market between higher and cheaper paid labor. Higher paid labor, whether they were blacks at TBIs or whites at TWIs, experienced greater job security, greater degrees of job satisfaction, and less institutional alienation than cheaper paid labor. Those in the majority more often did not support and saw little need for affirmative action/equal employment opportunity programs that would produce greater numbers of minority professional employees at their institutions. A bibliography, sample questionnaire, and letters are appended. (SW)

Wolman, Jean

Getting Down to Business: Wheelchair Transportation Service, Module 15.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Apr 81
Contract-300-79-0535
Note-93p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100S1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Transportation, *Wheelchairs
Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a wheelchair transportation service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (services, customers, and competition; personal qualities and skills; how to compete well; legal requirements); choosing a location (type of area and customers; competition; location and type of office); getting money to start (business description; statement of financial need); being in charge (assigning tasks; hiring staff; keeping people happy); organizing the work (work order forms; work schedules); setting prices (demand for services; competition; operating expenses; profit; Medicaid); advertising and selling (personal visits; brochures and giveaways; referrals; ads); keeping financial records (customer billing form; daily cash sheet); and keeping your business successful (profit/loss statements; increasing sales). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 809 CE 031 093

Gall, Joyce P.

Getting Down to Business: Welding Business, Module 32. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-33p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100RR2, $3.00, 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods, *Welding

Identifiers-*Entrepreneurship, *Small Businesses

This is the thirty-second in a set of 36 teacher guides to the Entrepreneurship Training modules and accompanies CE 031 092. The purpose of the module is to give students some idea of what it is like to own and operate a welding business. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Welding Business; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

Kaplan, Carol B.
Synthesis of Field Test Findings.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Report No.-AIR-81801-9/81-TR3
Pub Date-29 Sep 81
Contract-300-79-0535
Note-15p.; For related documents see CE 031 026-101.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business Education, Cost Effectiveness, Curriculum Evaluation, *Field Tests, *Learning Modules, *Program Effectiveness, Reliability, Secondary Education, Teaching Methods, *Validity, Vocational Education
Identifiers-*Entrepreneurship, *Small Businesses

A quasi-experimental, pretest/posttest, treatment group/control group design was used to test the effectiveness of 36 entrepreneurship modules. The field test design featured multiple replications at sites across the country. Participating students were enrolled in various types of secondary vocational schools and programs and experienced various instructional arrangements and methods of teaching. The field test was conducted under a variety of conditions. Several criteria were used in selecting sites at which to field test the modules. These criteria included (1) the site's interest in implementing the entrepreneurship modules; (2) sufficient enrollment so that a number of business-specific modules could be tested at each site; (3) willingness to meet evaluation design specifications; and (4) geographical location. The modules were used in both regular vocational instruction and in cooperative education classes. Both treatment and control groups had approximately equal proportions of males and females. At all sites, the modules were taught by regularly employed vocational instructors, and modules were taught as part of the regular classwork. A test with 30 multiple-choice items was used in the field test. Modules were found to be low in cost and teachers found them to be generally valuable and easy to use. (CT)

Mamarchev, Helen L.
Peer Counseling. Searchlight Plus: Relevant Resources in High Interest Areas. No. 52ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0005
Note-148p.; Pages 26-57 are marginally legible.
Available from-ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($4.50).
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Counseling Effectiveness, Counselor Role, *Counselor Selection, Counselor Training, *Helping Relationship, Literature Reviews, *Paraprofessional Personnel, *Peer Counseling, Program Evaluation, *Program Implementation

This document contains a computer search of the ERIC database on the topic of peer counseling along with a narrative that highlights documents, identifies issues and trends, and suggests implications for guidance professionals. The concept of peer counseling is introduced and examined in terms of its history and rationale. Roles of peer counselors are reviewed and functions of peer counseling are enumerated in both direct and indirect helping relationships. A description of the selection of paraprofessional positions and individuals to fill those positions is followed by a discussion of peer counseling training objectives and procedures. Peer counseling programs are described at various educational levels, with special populations, and in nonacademic environments. Literature on evaluations of peer counseling programs is reviewed in which client and counselor perceptions of program effectiveness are considered. Program advantages and disadvantages are discussed. Finally, implications for counselors are suggested. The References section contains the complete computer search of ERIC journals and documents. (NRB)

ED 211 988 CS 206 708

Sewell, Ernestine P., Ed.
Young Adult Literature.
Texas Joint Council of Teachers of English, Houston.
Pub Datc-81
Note-23p.; The Texas Joint Council of Teachers of English is an affiliate of the National Council of Teachers of English. Parts of some pages may be marginally legible.
Journal Cit-English in Texas; v13 n2 Win 1981
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescent Literature, Authors, Classroom Techniques, Literary Criticism, *Literature Appreciation, *Local Color Writing, *Motivation Techniques, Novels, *Questioning Techniques, Reading Attitudes, Reading Interests, Secondary Education, *Teaching Methods, United States Literature
Identifiers-*Southwestern American Literature

The major articles in this journal issue deal with various aspects of young adult literature. Specific topics covered in the articles are (1) questions worth asking students about young adult novels, (2) the five major functions of adolescent literature in high school literature programs, (3) Southwestern literature for adolescents, (4) teaching literature of the Southwest to high school students, and (5) an approach to motivating adolescents to read. Other features of this issue are reviews of other resources that focus on adolescent literature and an interview with Elmer Kelton, a Texas writer. (RL)

ED 212 031 CS 503 757

Reagan, Joey
Community Integration, Media Use and Political Activity.
Pub Date-Nov 81
Note-71p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Citizen Participation, *Communication Research, Information Needs, Information Sources, *Mass Media, *Media Research, Media Selection, Performance Factors, *Political Influences, Predictor Variables, *Voting
Identifiers-*Media Use

A study examined data from 1,828 adults in 17 cities in the United States to test a model of how community integration (sense of community) and use of media affected voting and other political participation. The portion of the model dealing with mass media included the new concept "quasi-mass media," which involves more personalized types of communication that still maintain standardized forms of content and distribution (such as public access cable television, trade magazines, professional journals, newsletters, church bulletins, and specialized newspapers). A linear structural relations (LISREL) analysis of the data revealed that (1) length of residence, education, use of print mass media, and use of quasi-mass media were positive predictors of voting; (2) use of electronic mass media was a negative predictor of voting; (3) use of print mass media, use of quasi-mass media, and community integration were positive predictors of political participation; and (4) length of residence and use of quasi-mass media were positive predictors of community integration, while use of electronic mass media was a negative predictor of community integration. Overall, the study illustrated the importance of specifying a process model of communication effects, and demonstrated the value of the concept of quasi-mass media. (RL)

ED 212 071 EA 014 346

Brown, Donnise

School Board Standards: A Survey of Oregon Board Members.

Oregon School Study Council, Eugene.

Pub Date-Nov 81

Note-35p.

Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00, $3.00 prepaid; quantity discounts).

Journal Cit-OSSC Bulletin; v25 n3 Nov 1981

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Principles, *Board Administrator Relationship, *Board of Education Role, Boards of Education, Elementary Secondary Education, Information Needs, State Surveys, *Superintendents

Identifiers-*Board of Education Members, *Oregon

A survey of a random sample of 165 Oregon school board members examined the degree to which they agreed with four standards for appropriate school board behavior. The standards were drawn from the literature intended to educate school board members about their proper roles. The respondents agreed strongly with three of the standards: that the board should work as a unit, not as individuals; that the board and the superintendent should work together as a team; and that the board should expect the superintendent to keep it thoroughly informed. However, the respondents lacked consensus on the idea that the board should not interfere with the administration of the district. About half the board members agreed with this standard but about half disagreed. In contrast, almost all the literature on school board behavior supports noninterference in district administration. (Author/RW)

ED 212 092 EC 141 162

Wood, Frank H., Ed. Lakin, K. Charlie, Ed.

Disturbing, Disordered or Disturbed? Perspectives on the Definition of Problem Behavior in Educational Settings.

Minnesota Univ., Minneapolis. Dept. of Psychoeducational Studies.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Pub Date-82
Grant-G007601871
Note-93p.; Proceedings of Conference (Charlottesville, VA, February 22-24, 1979).
Available from-CEC Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 238, $8.50).
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administration, *Autism, Behavior Problems, Classification, Clinical Diagnosis, *Definitions, *Emotional Disturbances, History, Literature Reviews

The book contains five papers presented at a 1979 topical conference on the definition of emotional disturbance and behavioral disorders in educational settings. The first paper, by F. Wood, is titled Defining Disturbing, Disordered, and Disturbed Behavior.'' Topics covered include ambivalence about defining deviant behavior by special educators, elements of good descriptions of disordered/disturbed behavior, and a critical review of some illustrative general definitions. The second paper, Administrative Definitions of Behavior Disorders Status and Directions,'' by D. Cullinan and M. Epstein, considers types of definition, a survey of state definitions, problems with state definitions, problems with abolishing categorical state definitions, and recommended directions. Next, F. Wood and K. C. Lakin, in Defining Emotionally Disturbed/Behaviorally Disordered Populations for Research Purposes,'' review the research literature and analyze primary labels in the reports as well as operational definitions (determined either by setting/program, nomination/referral, rating scale, and clinical diagnosis). J. Kauffman provides An Historical Perspective on Disordered Behavior and an Alternative Conceptualization of Exceptionality'' with sections on the historic authority of the medical field, adulthood vs. childhood disorders, distinctions among categories and labels, and early twentieth century descriptions. He offers an alternative conceptualization of exceptionality which evaluates deviance in terms of the interrelationship among individual behavior, the environment, and cognition. The final paper is titled Autism Symptoms in Search of a Syndrome'' and is by R. Neel. After a review of the history of the autism label and the research to date, the author concludes that it is not possible to separate the autistic child from other handicapped children. (DB)

Study of Non-Responders to the Follow-Up Survey of 1980 Completers and Leavers. Technical Report.

Instructional Development and Evaluation Associates, Inc., Berkeley, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date-Nov 81

Note-66p.; Funded under the auspices of the Vocational-Technical Research Coordinating Unit.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Attrition (Research Studies), Data Collection, Dropout Research, *Followup Studies, *Graduate Surveys, Interviews, Longitudinal Studies, Research Methodology, *Research Problems, *Response Style (Tests), Secondary Education, *Vocational Education

Identifiers-*Michigan, *Nonresponders

A study was conducted to determine the extent and nature on non-respondent bias in the follow-up survey in 1981 of Michigan secondary vocational education students from the class of 1980. The response rate to the annual survey has been approximately 76 percent in past years, yet there remains a significant non-response bias potential. This study, therefore, addresses the degree of similarity of certain demographic and status measures between those former students who responded to the follow-up survey in 1981 and those who did not. A representative sample of non-respondents was identified, and these subjects were asked the same questions that appear in the original survey instrument. The results of the non-responder sample were then compared with the data obtained from students who responded to the original survey. Three major conclusions were drawn from the study: (1) district educators responsible for the follow-up did, for the most part, successfully follow-up their completers and leavers, as was evident from the high return rate on the difficult task of obtaining complete information on 1,600 non-responders; (2) the information obtained from the respondents is a highly accurate estimate of the status of the universe of former vocational students surveyed, on most of the survey items; (3) the data from the sample of non-respondents surveyed revealed certain areas of non-respondent bias which should be considered in the interpretation and reporting of the survey results if the universe is to be all completers and leavers rather than only those who are willing to complete the follow-up survey. (KC)

ED 211 723 CE 030 994

Boyd, William Lowe Cline, Harold

Vocational Education in a Technical Labor Market: Rhetoric and Reality in Rochester, New York.

Pennsylvania State Univ., University Park.

Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.

Pub Date-Mar 81

Note-53p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, Demography, Economic Climate, *Educational Needs, Education Work Relationship, Enrollment Trends, Federal Legislation, Industry, *Labor Market, Labor Needs, Needs Assessment, Outcomes of Education, Participant Characteristics, Population Trends, Postsecondary Education, *Program Effectiveness, School Business Relationship, *School Community Relationship, School Districts, Secondary Education, *Technical Occupations, *Vocational Education

Identifiers-Comprehensive Employment and Training Act, *New York (Rochester), Vocational Education Study

In order to assess the performance of vocational education in Rochester, New York, it is first necessary to consider the city's major economic and demographic trends. On the one hand, Rochester is a center for highly technical industries that are expected to experience a very slow rate of growth. On the other hand, it is characterized by an increasingly disadvantaged minority group central-city population. It is precisely this central-city population from which most of the city's vocational education participants come. Only one vocational high school exists in the city, and interviews with school administrators indicate that the vocational education program in the regular secondary schools is rather limited and rudimentary in character. The city's adult level vocational education program is assisted by the presence of several colleges and universities. In addition, a number of Comprehensive Employment and Training Act (CETA) programs provide adult vocational education opportunities. Analysis of the city's economic climate, demography, and existing vocational education programs reveals the following needs areas: improved counseling and recruitment efforts, increased concentration on postsecondary programs, more emphasis on generalizable skills, and efforts to improve the image of the city's vocational education program. (MN)

ED 211 757 CE 031 041

McBain, Susan L.

Getting Down to Business: Dairy Farming, Module 6. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-28p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100D2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, *Business Administration, *Business Education, *Business Skills, *Dairy Farmers, *Financial Support, Information Sources, Learning Activities, Learning Modules, *Marketing, Money Management, Recordkeeping, Secondary Education, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the sixth in a set of 36 teacher guides to the Entrepreneurship Training Modules and accompanies CE 031 040. Its purpose is to give students some idea of what it is like to own and operate a dairy farm. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Dairy Farm; Choosing a Location; Getting Money to Start; Being in Charge; Buying and Keeping Track of Supplies; Setting Prices: Marketing Farm Products; Keeping Farm Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 827 CE 031 148

Juel, Connie Roper/Schneider, Diane
The Everyday Skills Program. A Vocational Program for Special Education Students.
Prince George's County Public Schools, Upper Marlboro, Md.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.; Mid-East Regional Resource Center, Washington, D.C.
Pub Date-77
Note-1,018p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF07/PC41 Plus Postage.
Descriptors-Basic Vocabulary, *Behavioral Objectives, *Competence, Competency Based Education, Consumer Economics, Curriculum, Curriculum Development, Curriculum Guides, *Daily Living Skills, High Schools, Home Management, Housing, Individualized Education Programs, Individualized Instruction, Integrated Curriculum, Interpersonal Competence, Job Skills, *Learning Activities, Leisure Time, Mainstreaming, Money Management, Reading Instruction, Self Care Skills, *Special Education, Teaching Guides, *Vocational Education
Identifiers-Maryland (Prince Georges County)

This document is a curriculum guide for teaching daily living skills to special education students enrolled in high school vocational education courses. The curriculum was prepared from a review of the research and a formal assessment questionnaire of what students, parents, and special education teachers and administrators in Prince George's County (Maryland) public schools considered minimal functional skills and knowledges that students should have acquired prior to graduation from the program. The guide encompasses nine competencies:

managing finances, mobility, personal and family maintenance, housing, consumerism, member of society, worker, and leisure time. All of the competencies are interrelated and have common cores of development, facilitating individualizing instruction. Each competency is comprised of sub-competencies (general concepts involving abilities/knowledge of functional skills), and each sub-competency is further refined into statements of learning goals (more specific statements of enabling skills in terms of the particular sub-competency). Each learning goal is then tied to specific behavioral outcomes specifically identified skills to be mastered by the student. Prefacing the introduction of each competency is a narrative overview describing the purpose and significance of the competency. Keyed to the behavioral outcomes for any given learning goal are teaching activities, functional vocabulary, competency cross reference, and suggested materials. In addition to nine units made up of the competencies and their subparts, the curriculum guide also includes teacher/administrator instructions, an Everyday Skills Program starter kit'', a reading component, and a student profile chart. (KC)

ED 211 883 CG 015 675

Poole, Millicent

School Leavers in Australia: A Comprehensive Review and Analysis of Existing Australian Research on Early School Leavers with Particular Emphasis on Early Female Leavers.

Australian Schools Commission, Canberra.

Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.-ED-79-WS-51

Pub Date-Dec 78

Note-187p.

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adolescents, Dropout Characteristics, Dropout Research, *Dropouts, *Females, Foreign Countries, Role Perception, Sex Role, *Social Influences, *Student Attrition, Trend Analysis, *Withdrawal (Education)

Identifiers-*Australia, New South Wales

This volume contains a comprehensive review and analysis of existing Australian research on early school leaving behavior, focusing on girls. Part One gives an overview of school leavers, and data on general trends are considered. Observable trends in school leaving statistics are examined from antecedents through the school leaving decision to the consequences of dropping out. Part Two consists of four chapters which review national and regional studies of school leaving and early school leaving. The final section presents a summary of findings and offers a number of major recommendations. In addition, a postscript provides information on important studies which are still in progress and data which were not available for inclusion in this review. This report highlights the significance of the female early leaver syndrome as a national concern and identifies its relationship to deep-rooted social

perceptions. (Author/NRB)

ED 211 947 CS 006 455

Kucer, Stephen B.

Using Text Comprehension as a Metaphor for Understanding Text Production: Building Bridges between Reading and Writing.

Pub Date-Dec 81
Note-22p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, Discourse Analysis, *Language Processing, *Learning Theories, *Reading Processes, Reading Research, Relationship, *Writing Processes, Writing Research
Identifiers-*Reading Writing Relationship, Schemata, *Theory Development

Drawing upon reading and text comprehension theories and the sociolinguistic studies of M. A. K. Halliday and R. Hasan, this paper builds theoretical links between the reading and writing processes. The major portion of the paper discusses the five language concepts that undergird both processes: (1) text processing in both reading and writing results in knowledge acquisition, integration, and use, as the reader or writer seeks and activates relevant schemata; (2) text processing is preceded and directed by the language user's understanding of the context of situation in which the processing occurs; (3) the reader or writer employs cognitive and linguistic information processing strategies when creating meanings in or from text; (4) text processing and comprehension are guided by a central limited capacity processor that monitors and allocates the resources of the system, synthesizes the data being processed, and keeps account of the alternative meanings and structures until such time that one is selected for realization; and (5) the processing of text is guided by the previous discourse processed and the current cognitive text worlds that have resulted from, as well as guided, such processing. (Figures illustrating the text are included.)

(FL)

ED 212 051 EA 014 324

Gregory, Gwendolyn H.

Recent U.S. Court Decisions Affecting Education.

Pub Date-3 Dec 81

Note-26p.; Paper presented at the Annual Oregon School Law Conference (1st, Portland, OR, December 3-4, 1981).

Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Court Litigation, *Court Role, Disabilities, Elementary Secondary Education, *Federal Courts, Higher Education, *School Law

Identifiers-*Supreme Court

In 1981 the federal courts decided hundreds of cases involving schools relating to civil rights statutes, the First Amendment, the Fourth Amendment, and the equal protection clause of the Fourteenth Amendment. Lawsuits concerning the handicapped involved such issues as the costs of determining what is equal opportunity in education, full-time interpreters for deaf children, catheterization as a related service, and the extended school year. Civil rights cases involved the application of Title IX to employment and to collegiate athletics; Title VII and the issue of equal pay for equal work among female and male prison guards; and the application of the Age Discrimination in Employment Act to school personnel. The use of intelligence tests for the placement of black students was found to be a violation of the equal protection clause. Other cases involved illigal aliens; the constitutionality of the one-house Congressional veto; free speech and censorship of school library books; the Fourth Amendment and searches and seizures; the Civil Rights Attorneys' Fees Awards Act of 1976; the liability of parents for acts of students; and educational malpractice. (MLF)

ED 212 194 HE 014 643

Butler, Nicholas Murray
Project EQuality.
College Entrance Examination Board, New York, N.Y.
Pub Date-81
Note-20p.; From remarks made on the 25th anniversary of the College Board. For related document, see HE 014 644.
Available from-The College Board, 888 Seventh Avenue, New York, NY 10106.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Education, Advisory Committees, Articulation (Education), *Basic Skills, College Bound Students, *College Preparation, College School Cooperation, Curriculum Evaluation, Educational Improvement, *Educational Quality, Equal Education, Higher Education, Listening Skills, Logical Thinking, Mathematics, Reading Skills, *Secondary Education, Study Skills, Urban Areas, Writing Skills
Identifiers-*Project EQuality

Project EQuality, initiated by the College Board in response to the 17-year decline in high school students' college admissions test scores, is described. The project is an effort to enlist schools and colleges in a cooperative campaign to strengthen the quality of secondary education and to carry further the gains of equal opportunity made over the past 20 years. Conceived as a decade-long effort, the one-year-old project has begun with a comprehensive nationwide review of the college preparatory curriculum in the United States. In its beginning, the project has involved more than 400 school and college teachers serving on about 40 of the College Board's advisory and test development committees. It has sought the advice of an additional 100 or more professionals at schools and colleges serving inner city minority youth, and it has called upon the resources of others in education, government, and philanthropy. The participants in the projects have recommended a basic academic curriculum covering six subject-matter areas: English, mathematics, history/social studies, foreign or second language, natural science, and visual and performing arts. Additionally, six basic academic competencies have been defined: reading, writing, listening and speaking, mathematics, reasoning, and studying. The plan is to state the basic academic curriculum in terms of learning outcomes rather than simply course content or duration. Plans for 1981-82 include 34 dialogues on the subject-matter areas. Additional activities and anticipated results are noted. (SW)

ED 211 687   CE 030 918

Bhola, H. S.

The Theory of the Mass Literacy Campaign.

Pub Date-Feb 82

Note-9p.; Paper presented at the Annual Henry Lester Smith Conference on Research in Education (7th, Bloomington, IN, February 1-2, 1982).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education, *Adult Literacy, *Developing Nations, Educational Needs, Educational Planning, Foreign Countries, *Literacy Education, *Models, Policy Formation, Political Influences, Program Design, *Program Development, Public Policy

Identifiers-*Literacy Campaigns

After an analysis of eight mass literacy campaigns (USSR 1919-39; Vietnam, 1945-77; China, 1950-58; Cuba, 1961; Burma, 1960-1981; Brazil, 1967-80; Tanzania, 1971-81; and Somalia, 1973-75), a campaign strategy for a mass literacy campaign is proposed. A potentially successful mass literacy campaign has to be both an educational and a political event. A useful theory of the mass literacy campaign must, therefore, include the two dimensions of ideology and technology. Ideology will determine the possibility of the articulation and sustenance of the political will to achieve universal literacy a necessary condition for a successful campaign. The prevailing ideology of the society will also determine the organizational and technological choices that can be made in the planning and implementation of the campaign. The technology of the mass literacy campaign must deal with three sets of considerations: creating organizational structures; determining dissemination of information about the campaign as well as its curricular content, target audience, and methods and materials to be used; and motivation of the people through mobilization. A model for planning and implementation of a mass literacy campaign would include the following elements: mating of ideas of politicians, development theorists and literacy workers; articulation of the political will; sustenance of the political will; temporary institutionalization of the first policy initiative; development of a comprehensive policy-making and -legitimizing organ; study and diagnosis of pre-conditions; evaluation; implementation of programs; and preparation and implementation of post-literacy programs. (KC)

ED 211 792 CE 031 076

McFarlane, Carolyn

Getting Down to Business: Housecleaning Service, Module 24. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-99p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madision, WI 53706 (Order no. ETC100CC1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Skills, Financial Support, *Household Workers, Learning Activities, Learning Modules, Recordkeeping, Salesmanship, *Service Occupations

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a housecleaning service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (personal qualities and skills; types of services and customers; competition; insurance and business permits); choosing a location (type of town; type of office location); getting money to start (business descriptions; financial information; statement of financial need); being in charge (dividing the work; hiring and training workers; keeping your workers happy); organizing the work (describing the work; scheduling the work); setting prices (cost of goods sold; operating expenses; profit; competition; customer demand); advertising and selling (advertising methods; what to say in your ads; special ways to attract customers); keeping financial records (customer accounts; billing credit customers; keeping track of cash); and keeping your business successful (profit/loss statement; keeping profits high; changing or improving services). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 926 CS 006 425

Whyte, Jean

Does Comprehension Depend on Reading Age?

Pub Date-Sep 81
Note-14p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (6th, Dublin, Ireland, September 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, *Adult Literacy, Adult Students, *Evaluation Methods, Foreign Countries, *Reading Comprehension, *Reading Materials, *Reading Research, *Student Reaction, Test Construction, Textbook Evaluation
Identifiers-Northern Ireland

A study was conducted to discover what adult literacy students in Northern Ireland felt about a series of booklets that had been developed especially for such students and to find out the students' levels of comprehension of the materials specifically to determine if comprehension depended on the subject's reading age. Twenty-one male students between the ages of 15 and 26.9, whose reading ages ranged from 6.3 to 13.1 years, participated in the study. Each student completed a two-part questionnaire for each booklet and an additional questionnaire after reading all booklets. The first part of the questionnaire elicited reactions to the booklets, while the second part gauged comprehension. The results of the first part of the questionnaire indicated that the students approved of the general physical presentation of the booklets and the content. Responses to the second part of the questionnaire indicated that comprehension did not depend upon reading age. The findings support the theory that comprehension is an interactive process that a reader's prior knowledge plays a part not only in the perceptual aspects of the reading process, but also in the act of comprehension that these processes lead up to. The results also suggest that interaction between text and previous experience may assist in decoding, as students were able to find appropriate answers to questions of differing levels in a text which at face value should have been too difficult for them. (FL)

ED 211 968 CS 006 487

Camperell, Kay

Other to Self-Regulation: Vygotsky's Theory of Cognitive Development and Its Implications for Improving Comprehension Instruction for Unsuccessful Students.

Pub Date-Dec 81
Note-21p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Communication, *Cognitive Development, Cognitive Processes, Interaction, *Learning Theories, *Metacognition, *Reading Comprehension, *Reading Difficulties, Reading Instruction, Remedial Reading, *Student Teacher Relationship
Identifiers-*Vygotsky (Levs)

Educators have relied on the work of Jean Piaget for many years in an effort to understand the intellectual capabilities of children and adolescents. Piaget, however, did not consider instruction and school experiences to be factors that influenced children's conceptual development. The Soviet psychologist, Lev Vygotsky, proposed the opposite: that instruction in and mastery of subject-matter knowledge are primary forces underlying cognitive growth. According to Vygotsky, high level cognitive processes emerge through student-teacher interactions. From these interactions students acquire knowledge as well as routines for regulating their use of that knowledge. Vygotsky describes self-regulation as an inner-speech'' function students internalize from the language that teachers use to mediate learning. His description of inner-speech functions mirrors American researchers' descriptions of metacognitive insights and skills. While results of American research indicate that students differ in their ability to monitor and control their own comprehension and learning, the researchers have not been able to explain why some students can control their own learning better than others. Vygotsky's theory suggests that American researchers may not be able to explain these differences because they have not examined the concepts students are expected to learn or the way teachers have mediated student learning. (FL)

ED 211 989 CS 206 710

Moran, Charles

Literature, Basic Skills, and the Workplace: Making Connections.

Pub Date-Oct 81

Note-13p.; Paper presented at the Annual Meeting of the Community College Humanities Association (Washington, DC, October 1981).

Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Authors, *Classroom Techniques, *Literature Appreciation, Postsecondary Education, Secondary Education, Teaching Methods, *Writing Instruction, *Writing Skills

Identifiers-*Audience Awareness

Both student and adult writers need to learn how to imagine clear and full contexts for their writing. These contexts include awareness of audience, knowledge of purpose, and creation of the proper voice befitting the purpose and audience. The critical necessity of these three elements in writing can be taught and learned most effectively through the study of literature, because literature by its very nature is an authentic voice speaking in a fully imagined context to fully imagined auditors or readers. Studying literature also increases students' abilities to use their imaginations and to maintain a critical awareness of what constitutes good writing. The aims of one technique for using literature to teach students about writing contexts are to present the author as a writer, to help the student reader think as a writer, and to create an identification between these writers that facilitates the transfer of writing technique from the professional to the student writer. This teaching technique involves both using the literary author's first and intermediate drafts as examples of how writing is revised for greatest effect by constantly imagining the desired context, and having student writers complete writing assignments similar to the assignment the author accomplished in the literary work. (RL)

ED 212 010 CS 503 730

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, July 1-December 31, 1981. Status Report 67/68.

Haskins Labs., New Haven, Conn.

Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, D.C.; National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date-81

Contract-NICHHD-N01-HD-1-2420

Grant-NICHHD-HD-01994; NIE-G-80-0178; NIH-RR-05596; NINCDS-NS13870; NSF-MCS79-16177

Note-275p.

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Acoustics, *Articulation (Speech), Communication (Thought Transfer), *Communication Research, Consonants, Context Clues, Hearing Impairments, Language Acquisition, Perception, Perceptual Motor Learning, Phoneme Grapheme Correspondence, *Phonetics, Reading, Sign Language, Silent Reading, *Speech Communication, Vowels

As one of a regular series, this report focuses on the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications. Drawn from the period of July 1 to December 31, 1981, the 15 manuscripts cover the following topics:

(1) phonetic trading relations and context effects; (2) temporal patterns of coarticulation; (3) temporal constraints on anticipatory coarticulation; (4) the phonetics of stop-consonant sequences; (5) impaired speech production of hearing-impaired speakers; (6) specialized processes of phonetic perception; (7) reading, prosody, and orthography; (8) children's memory for recurring linguistic and nonlinguistic material in relation to reading ability; (9) phonetic and auditory trading relations between acoustic cues in speech perception; (10) production-perception of phonetic contrast during phonetic change; (11) decay of auditory memory in vowel discrimination; (12) phonetic structure and meaning; (13) ecological acoustics; (14) linguistic conventions and speech-sign relationships; and (15) fricative-stop coarticulation. (RL)

ED 212 137 FL 012 743

Lueers, Nancy M.

The Short Circuit Model of Reading.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-15p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Bilingual Education, Bilingual Students, Elementary Education, Literature Reviews, Models, Psycholinguistics, *Reading Processes, *Second Language Learning

The name short circuit'' has been given to this model because, in many ways, it adequately describes what happens bioelectrically in the brain. The short-circuiting'' factors include linguistic, sociocultural, attitudinal and motivational, neurological, perceptual, and cognitive factors. Research is reviewed on ways in which each one affects any child's reading processes and achievement, and how it would affect a child learning a second language. The model attempts to represent why a given reader plays an active role in the reading process and draws out implications with respect to the bilingual child learning to read. The model is represented in an interlocking diagram and the interrelationships of its various parts are explained. (AMH)

ED 212 157 FL 012 763

Seidner, Stanley S.

Language Assessment at Post Secondary Institutions.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-13p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Opinion Papers (120) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Bilingual Teachers, College Second Language Programs, *Competency Based Teacher Education, *Language Proficiency, Literature Reviews, Postsecondary Education, *Testing

Identifiers-Bilingual Programs

This paper gives an overview of issues related to language assessment of prospective bilingual education teachers who are enrolled in postsecondary institutions. The review indicates that, generally, little has been done on the establishment of entry/exit level criteria for language assessment. Where criteria exist, they are viewed in terms of the overall teacher preparation process. This review and discussion is followed by an analysis and discussion of data from a study conducted by the RMC Corporation. Concerns that need to be addressed deal with: (1) the decisionmaker on entry/exit criteria; (2) who should conduct the actual assessment of target languages; (3) the relationship between the experience of decisionmakers in programs and choices; (4) the extent to which public school, community sector, and faculty other than the program personnel are included in the process; (5) opportunities offered for upgrading target language skills; and (6) the relationships between these opportunities and opportunities for language use in educational experiences. These concerns are treated in connection with the data from the RMC study. (AMH)

ED 211 706 CE 030 949

Parents as Partners in Education. Community Education Proven Practices II.

Pike County Board of Education, Troy, Ala.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Sep 81
Grant-8006699
Note-58p.; For a related document see CE 030 950.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Basic Skills, Community Education, Community Resources, Discipline Problems, Drug Abuse, Elementary Secondary Education, Faculty Development, Helping Relationship, *Needs Assessment, Parent Child Relationship, *Parent Education, *Parent Participation, *Parent School Relationship, *Parent Student Relationship, Parent Teacher Cooperation, Program Descriptions, Program Implementation, School Community Relationship
Identifiers-Alabama (Pike County)

A project is described that focused on parents' becoming more skilled in helping the schools do a better job of teaching basic skills in K-12 and on the problems of discipline and drug abuse. As background information on Pike County, demographic data are provided, and the development of community education is overviewed. Development of the support base for the project is then considered. The needs assessment is discussed that established these needs: improvement of K-12 students' basic skills; improvement of K-12 discipline; improvement of human relation skills; and improvement of communication. Rationale and motivation for parental involvement in the schools are addressed. These steps in implementation in phase 1 that focused on parenting for elementary parents are covered: funding, staffing, securing support, parent recruitment, teacher training, and parent training. Following an overview of the years between phases 1 and 2, the plan of operation for phase 2 when the program was expanded to include parents of K-12 students is overviewed. The community resources that were used are listed; their benefit to the project is summarized. Project results, description of evaluation, and recommendations for phase 3 are also addressed. Appendixes include correspondence and parental involvement plan. (YLB)

ED 211 740 CE 031 020

Weaver, Timothy Richmond, Barry M.
Supply/Demand of Vocational Educators.
Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.
Pub Date-Aug 81
Note-58p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Declining Enrollment, *Educational Demand, Educational Research, Educational Trends, *Enrollment Trends, Futures (of Society), *Models, Postsecondary Education, Secondary Education, *Teacher Supply and Demand, *Trend Analysis, *Vocational Education Teachers
Identifiers-Vocational Education Study

This report describes a study to review and interpret existing trend data on vocational education enrollments and teachers. In the first section purposes of the study, research questions, and methodology are defined. Section 2 presents documented historical and projected trend data on vocational education enrollments and staff, together with factors assumed to be influencing changes in vocational trends. These factors include demography, availability of staff, costs of vocational education, and available funds. Section 3 describes a vocational teacher supply/demand (VTSD) model, a system dynamics model which is explicitly casual but the structure of which is guided but not determined by historically observed relationships. (The model produces data paralleling historical trends in vocational education, but it allows the reader to understand the assumptions which produce the trend data.) These incomplete and tentative conclusions are summarized from the model output from the initial base run of the VTSD model: gradual end by the mid 1980s of rising numbers of secondary vocational enrollment, gradual decline in growth at the postsecondary level, and no serious shortages of vocational instructors into the next decade. (Twenty-two tables of trend data and 11 figures depicting model output are provided.) (YLB)

ED 211 775 CE 031 059

Wolman, Jean

Getting Down to Business: Wheelchair Transportation Service, Module 15. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-33p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100S2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods, *Transportation, *Wheelchairs

Identifiers-*Entrepreneurship, *Small Businesses

This is the fifteenth in a set of 36 teacher guides to the Entrepreneurial Training modules and accompanies CE 031 058. Its purpose is to give students some idea of what it is like to own and operate a wheelchair transportation service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Wheelchair Transportation Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 810 CE 031 094

Gall, Joyce P.
Getting Down to Business: Construction Electrician Business, Module 33.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-91p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100MM1, $6.00. 25%

discount on 100 or more of same title. Complete set ETC100-$200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Building Trades, *Business Administration, *Business Education, *Business Skills, *Electricians, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education
Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a construction electrician business is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (services, customers, competition; important personal qualities; legal requirements); choosing a location (importance of the general area you live in; what you need from your business location); getting money to start (statement of financial need; purpose of a business description); being in charge (dividing the work; paying for services; how to hire employees; supervising and training employees); organizing the work (making an estimate; work orders; work schedules; time planning); setting prices (factors that determine prices); advertising and selling (advertising methods; what makes a good ad; selling your services); keeping financial records (planning your record-keeping; handling credit; daily cash sheet); and keeping your business successful (profit/loss statement; making your business more successful; profit and personal satisfaction). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 845 CE 031 254

Guise, Harry W. And Others

We've Only Just Begun. A Comprehensive State VR Program and Policy System Through a Model Evaluation/Management Support Unit. Final Report.

Pennsylvania State Dept. of Labor and Industry, Harrisburg. Bureau of Vocational Rehabilitation.

Spons Agency-Rehabilitation Services Administration (ED), Washington, D.C.

Pub Date-Sep 81

Contract-105-78-4009

Note-538p.; Some pages in the appended materials may not reproduce well due to light print.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors-Agency Role, Case Studies, Demonstration Programs, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Field Tests, *Management Information Systems, Material Development, *Models, Organizational Development, Planning, Postsecondary Education, Program Development, *Program Evaluation, State Programs, *Statewide Planning, Use Studies, *Vocational Rehabilitation

Identifiers-Pennsylvania

A three-year project was conducted in Pennsylvania to design and implement a comprehensive model evaluation management information and policy support unit within the state vocational rehabilitation (VR) agency. Five mandated project tasks were carried out to produce products that are necessary for program evaluation (PE). Proposed Federal Evaluation Standards were field tested; the functions of the PE section were conceptualized; techniques and methods of PE were developed and personnel were trained for PE; utilization techniques were developed and improved; and various resources were used to assist in qualitative review. At the completion of the three-year contract, 10 products were produced for use by a model VR PE unit. These products include case review studies, an annual plan for case reviews, client follow-up studies, a computerized system and procedures for identifying and reporting dollars saved through use of non-BVR resources, a technical assistance center, a profile analysis technique to be used as a management tool, a data base system, a program evaulation section organization handbook, a management information system, and guidelines for development of program evaluation plans. Evaluation of the project led to recommendations for refinements and recognition of the difficulty of the evaluation task. (The report is a narrative on ongoing activities, rather than a conceptual review of the project.) (KC)

ED 211 905 CG 015 698

Wedenoja, Marilyn

Sex Equity in Guidance and Counseling. Searchlight Plus: Relevant Resources in High Interest Areas. No. 53ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0005
Note-183p.
Available from-ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($4.50).
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Counseling, *Females, *Guidance, Legislation, Literature Reviews, *Nondiscriminatory Education, Nontraditional Occupations, *Sex Bias, *Sex Fairness, Sex Stereotypes, Staff Development, State of the Art Reviews

This document contains a computer search of ERIC database on the topic of sex equity in guidance and counseling and a narrative which highlights documents, identifies issues and trends, and suggests implications for guidance professionals. The impact of sex stereotyping, double standards of health, the increased social awareness of sex bias and discrimination, changes in education and counseling toward sex equity, and the exploration of nontraditional skills and career choices are discussed. Legislation for sex equity is presented which focuses on legal responsibilities and guidelines along with staff development, and training resources. Sex equity in vocational education and guidance is considered in the development of sex-fair programs and resources. The reassessment of vocational testing instruments for sex stereotyping is reviewed. References focusing on the special educational and counseling needs of girls and women are discussed. The importance of staff development is considered; inservice training programs and workshops are described. Instruments for assessing counseling, vocational guidance, and educational programs in terms of sex bias and sex fairness are reviewed, and implications for counseling and guidance are suggested. The References section contains the complete computer search of ERIC journals and documents. (NRB)

ED 212 032 EA 013 745

LaMarche, Alfred J.

Selecting and Evaluating Staff in Small School Districts.

Pub Date-12 Feb 81

Note-13p.; Paper presented at the Annual Meeting of the American Association of School Administrators (113th, Atlanta, GA, February 13-16, 1981). Appendix A may not reproduce due to poor quality of original document.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role, *Administrator Selection, Board of Education Role, Community Involvement, Elementary Secondary Education, *Negotiation Agreements, Superintendents, Teacher Participation, Teacher Salaries, *Teacher Selection

Identifiers-*Jamestown Public Schools RI, Rehiring, *Small School Districts

Staff selection and hiring in the Jamestown (Rhode Island) Public Schools includes two unusual elements: Teachers, administrators, and the community are involved in the hiring procedure and the superintendent negotiates with teachers hired to determine their first year salaries. During the district's recent selection of an elementary school principal, teachers participated on the committee screening candidates. Community members also recently helped constitute the committee examining superintendent candidates. In both cases the school board made the final choice. In teacher selection as well, teachers play a large role, along with the principal, in screening and interviewing candidates and selecting finalists. The superintendent interviews the teacher finalists and recommends the top choice to the board. If the board approves, the superintendent negotiates the beginning salary level with the teacher. The teachers' union contract allows the board to negotiate initial placement on the salary schedule for teachers in their first year of employment with the district. This unusual provision allows the district to hire more experienced teachers. In return for this concession, the contract grants teachers who have been laid off the right to be rehired, in order of seniority, as positions for which they are qualified become available. (RW)

ED 212 072 EA 014 347

Severson, Herbert And Others

Oregon Research Institute's Smoking Prevention Program: Helping Students Resist Peer Pressure.

Oregon School Study Council, Eugene.

Pub Date-Dec 81

Note-51p.

Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00, $3.00 prepaid; quantity discounts).

Journal Cit-OSSC Bulletin; v25 n4 Dec 1981

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Grade 7, Grade 9, *Health Education, *Modeling (Psychology), Peer Influence, Peer Teaching, *Prevention, Questionnaires, Secondary Education, *Smoking, Social Influences

Identifiers-*Peer Modeling, *Programs to Advance Teen Health, Resistance (Psychology)

In 1980, Oregon Research Institute implemented Programs to Advance Teen Health (PATH), a smoking prevention program that helps seventh and ninth graders learn to resist social pressures to smoke. This report describes PATH and discusses the reasons behind its smoking prevention strategy. The report first notes the importance of preventing teenagers from starting smoking and lists the social factors associated with cigarette use. The next section reviews two other smoking prevention programs. The authors then describe the PATH program and its use of questionnaires, classroom sessions, and peer modelling behavior to teach refusal skills. The program trains teenagers first to recognize peer, adult, or media pressures to smoke and then to make assertive refusals to give in to them. The authors cover procedures for getting parental consent for participation in PATH, teacher training, the initial three-day sessions, the followup booster'' session, and multiple questionnaire assessments of program impact. Final sections of the report discuss the social environment of smoking, the role of the first cigarette, and plans for future studies. Appendices provide copies of the parental consent letter and the smoking questionnaire. (RW)

ED 212 114 EC 141 523

Katz, Roger C. Vinciguerra, Paul
On the Neglected Art of Thinning'' Reinforcers.
Pub Date-Apr 81
Note-9p.; Paper presented at the Western Psychological Association (Los Angeles, CA, April 9-12, 1981).
Available from-Roger C. Katz, Ph.D., Department of Psychology, University of the Pacific, Stockton, CA 95211.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Modification, Case Studies, *Emotional Disturbances, *Feedback, *Reinforcement, *Self Esteem

A single case alternating treatment design was used to investigate interactions between reinforcement scheduling and the information that accompanies a shift from a high to lower density of reinforcement with a 12 year old emotionally disturbed boy. Results showed that the informational variables exerted functional control over behavior, with the best maintenance produced by messages that stressed personal competence. The results also underscore the role of cognitive variables in the thinning process. (Author)

ED 212 178 HE 013 622

Faculty Compensation in Texas Public Colleges and Universities. Recommendations of the Coordinating Board, Texas College and University System.

Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date-Jan 81
Note-82p.
Available from-Coordinating Board, Texas College and University System, P.O. Box 12788, Capitol Station, Austin, TX 7871.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advisory Committees, *College Faculty, Comparative Analysis, *Compensation (Remuneration), Cost Indexes, Economic Factors, Fringe Benefits, Higher Education, Income, Inflation (Economics), Insurance, Leaves of Absence, Position Papers, Sabbatical Leaves, State Colleges, *Statewide Planning, *Teacher Employment Benefits, Teacher Retirement, *Teacher Salaries, *Teacher Welfare
Identifiers-*Texas

A report of the Texas Ad Hoc Committee on Faculty Compensation is presented, and recommendations of the Texas Coordinating Board, based on the work of the Ad Hoc Committee, are offered. Additionally, a companion document dated January 30, 1981, includes the text of presentations at an October hearing, an analysis of retirement and group insurance programs, and faculty profile and salary level comparisons. The committee reviewed faculty salaries and benefits to determine how inflation and retrenchment might be addressed to help improve faculty morale and achieve the goal of quality education. Comparisons to the Consumer Price Index show that increases in faculty salaries have fallen far behind increases in the inflation rate, and Texas salaries have not kept pace with the national average. A survey of practices at seven Texas public institutions indicates that benefits available to faculty closely parallel those provided to nonfaculty employees and other state employees, with some exceptions. An analysis was made of the following types of benefits: retirement, insurance, leave, holidays, parking, housing, travel, social security payment, continuing education, longevity pay, and miscellaneous benefits. Among the recommendations are the following: the legislature should make faculty salary increases its first funding priority for higher education; and a three-year average salary should be the basis for calculating retirement benefits. The data on faculty salaries includes comparisons of Texas levels and those of nine selected states, and a comparison of Texas salaries and the 50 state average. (SW)

ED 211 724 CE 030 995

Fassett, Diane

Future Homemakers of America Planning Paper for Consumer and Homemaking Education.

Future Homemakers of America, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-24 Feb 78

Contract-400-77-0076

Note-62p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cooperation, Coordination, Educational Legislation, *Extracurricular Activities, Federal Legislation, *Home Economics, National Organizations, Organizational Communication, Secondary Education, Secondary School Students, *Student Organizations, Student Participation, *Student Projects

Identifiers-*Future Homemakers of America

Founded in 1945 as a non-profit national organization for home economics students in secondary schools, Future Homemakers of America (FHA) provides a framework for youth-planned and -directed activities to enrich the home economics curriculum. It emphasizes cooperation as a means of helping youth grow as individuals and contributing family and society members. Whether operating within the classroom or as a separate entity, FHA chapters conduct activities related to class skills and knowledge. Youth participate at the National Board of Directors and represent the organization at state and national meetings. FHA concerns in leadership development and personal growth are preparation for the student's future dual role of homemaker/wage earner and development of values and relationship skills. Chapter involvement has resulted in individual growth programs, cooperative chapter projects, hands-on experiences, and teen-operated businesses. One member's personal concern with teenage pregnancies developed into the National Peer Education Project. In addition to being active collaboratively within the National Coordinating Council for Vocational Student Organizations structure, FHA has joined with 11 other national groups to form the National Collaboration for Youth. Legislative needs of FHA are recognition by name in the legislation and making vocational education monies available for youth travel. (YLB)

ED 211 863 CG 015 515

Partoll, Shirley F.

Ego Identity Development in Females: Focus on Adolescent Foreclosure.

Pub Date-Mar 81

Note-13p.; Paper presented at the Annual Conference of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescent Development, Adolescents, Developmental Stages, *Developmental Tasks, *Females, Feminism, Parent Child Relationship, Parent Role, *Personality Development, *Role Models, *Self Concept, Social Influences, State of the Art Reviews

Erikson marked adolescence for the prime developmental task of identity achievement. An examination of 31 mothers, aged 25 to 45, revealed that foreclosure of identity development was the norm for this sample in adolescence and that, for those who had achieved identity, the subsequent status change was related to the liberating influences of feminism. Positive correlations were found between the identity achievement of the sample mothers and the maturity of their concepts and understanding of the child, the parent-child relationships, and the parental role. Lacking role models, encouragement, and identification by parents, educators, and peers, girls engage less than boys in courses in the sciences and math. Curriculum and counseling interventions are needed to inhibit early foreclosure for adolescent females. Parents, educators, and adolescents themselves can work to avoid foreclosure of females' identity development through parent workshops and programs, staff sensitization to their own attitudes and behaviors toward women's roles, and role modeling. Counseling interventions currently aimed at adjustment'' might be addressed to promoting life decision-making and helping females keep their options open during crucial preadolescent and early adolescent periods. (Author/NRB)

ED 211 884 CG 015 676

Blanton, Judith S.

Women Consulting With Women: Feminist Ideology and Organizational Structure and Process.

Pub Date-Aug 81

Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.

Pub Type- Reports - General (140) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies, *Consultants, Consultation Programs, *Females, *Feminism, Interpersonal Relationship, *Intervention, Leadership Styles, *Organizational Climate, Organizational Objectives, Organizations (Groups), *Participant Characteristics, Philosophy

This model provides recommendations for possible interventions by women consultants working with feminist organizations. The issues, although discussed in this context, are considered to have implications for any consultant to a group which operates from a strong ideological basis. Eight characteristics of feminist organizations that are relevant to consultation are enumerated and discussed: (1) the organizations commitment to ideology may make entry difficult; (2) goals tend to be vague and grandiose and resources small; (3) emphasis focuses on egalitarian leadership and opposition to hierarchical structure; (4) the organization is attentive to interpersonal processes and accepting of emotional expression; (5) a sense of support/community is a major factor in joining the organization; (6) commitment for principles, not money, is the cause for involvement; (7) deviation from principles may be heretical and reaction toward deviants may be highly charged; and (8) ambivalence about relating to outside institutions exists. For each characteristic, implications for consultants are considered. An appended chart summarizes each point in an outline form. (Author/NRB)

ED 211 948 CS 006 456

Horowitz, Rosalind And Others

Strategies for Classifying Readers: Effects on Prose Processing Findings.

Pub Date-31 Mar 81

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes, Discourse Analysis, Elementary Education, Evaluation Criteria, Grade 6, Identification, Intermediate Grades, *Labeling (of Persons), *Reading Achievement, *Reading Comprehension, *Reading Diagnosis, *Reading Research, *Testing Problems

The limitations and advantages of any given measure of performance used to classify students as good or poor readers have not been investigated thoroughly. A study was conducted to determine what happens on several dependent measures of comprehension when the same students are separated into good and poor readers based on different criteria. Thirty-eight sixth grade students, 18 of whom were designated by their teachers as poor readers, participated in the study. The students were administered the Gates-MacGinitie Reading Comprehension Test and tests of speed and accuracy in word recognition for high and low frequency words. The students read and listened to passages, two designed to be easy and two to be difficult, that had been equated for difficulty. Following the reading and listening exercises, the students were given free recall tests and multiple choice tests of literal comprehension. The results revealed that 40% of the students shifted categories from good to poor readers or vice versa, depending upon which criteria were used for classification. The findings suggest that educators and researchers should be wary of relying on any one classification system. (FL)

ED 212 052 EA 014 325

Otis, Pat

Community Education Proven Practices: Local Government Participation.

Austin Independent School District, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 80

Note-91p.; Not available in paper copy due to small print of original document.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Organization, City Government, Community Control, *Community Education, *Community Involvement, Elementary Secondary Education, Governance, Government School Relationship, Postsecondary Education, Program Administration, School Districts

Identifiers-*Austin Independent School District TX, *Participative Decision Making

Focusing on problem-solving organizational structures, this report traces the history of the community education project of the Austin (Texas) Independent School District, which sought to involve neighborhood communities in the education process. After a brief profile of Austin, the report describes how the project started in a poor inner-city barrio because of its neighborhood council's concern over social problems among local youths and adults. After its initial success, the project expanded to a suburb across the city. A task force was then formed to study possible citywide expansion. The task force considered four models of project financing and governance involving the city, the school district, and the community. It chose an organizational model allowing joint control, in which the district administered the project, the city and the district supplied funds and long-term planning, and a consortium combining all three groups provided top-level advice. Under this organizational structure the project expanded further. The author also discusses the administrative problems addressed by the task force, including citizen involvement, decentralized administration, and bureaucratic territoriality, and assesses the project's current programs. (Author/RW)

ED 212 093 EC 141 164

Rodriguez, Fred

Mainstreaming a Multicultural Concept into Special Education: Guidelines for Teacher Trainers.

Pub Date-81

Note-19p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981, Session W-16).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Evaluation, Demonstration Programs, *Disabilities, Guidelines, Higher Education, *Multicultural Education, Needs Assessment, *Special Education, *Teacher Education, Workshops

Identifiers-University of Kansas

The paper reviews the concept of multicultural education as it relates to special education and reports on a model developed by a University of Kansas project to analyze, evaluate, and develop guidelines for university special education departments to incorporate a multicultural perspective in their curriculum. The first stage in the model process is analysis of the department curriculum and includes a review/analysis of the courses offered, faculty interviews, and classroom observations. The second stage consists of the report of multicultural input and includes evaluation of course level input by both area of specialization and department level. The final stage involves communication of the analysis results to all faculty members. A sample workshop model is offered. (DB)

ED 212 138 FL 012 744

Pelosi, Peter L.

Imitative Reading with Bilingual Students.

Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-7p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.
Available from-Not available separately. See FL 012 738.
Pub Type- Opinion Papers (120) - Reports - Research (143) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Bilingual Education, Class Activities, Elementary Education, *English (Second Language), Language Proficiency, Native Language Instruction, Reading Difficulties, *Reading Instruction, Reading Skills, Skill Development, *Spanish Speaking, Teaching Methods, Vocabulary Skills
Identifiers-Limited English Speaking

Two considerations are brought to bear on the reading approach presented here. First, because the major focus in a teaching method designed for use with bilingual education students is to increase both language facility and reading ability, the approach is designed to provide the student with the opportunity to read, use, and listen to a standard language. Secondly, with a comprehensive focus integrating reading and language ability and providing means to achieve a sense of accomplishment, student achievement can be more easily monitored. Generally, bilingual students face difficulties in reading and language largely because of deficiency in general verbal ability, vocabulary, and sentence comprehension, and deficits in both native language and English. As one means of overcoming these difficulties, the imitative reading technique (IRT) was developed from principles of remediation and is presented as a three-step process to be used with both individuals and small groups: (1) Following a text with teacher or recording. (2) Read aloud with the model. (3) Read aloud independently. Tests were run on groups using the technique and on control groups; results indicated significant gains in students' sight vocabulary, reading vocabulary, and oral reading ability. (AMH)

ED 211 671 CE 030 800

Borei, Sven H. E. Shively, Joe E.

Appalachian Adult Literacy Programs Survey (ALPS). Final Report. Volume I Narrative; Volume 2 Appendices.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-Appalachian Regional Commission, Washington, D.C.
Pub Date-31 Oct 81
Note-494p.
Pub Type- Reports - Research (143)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-Adult Basic Education, *Adult Literacy, Definitions, High School Equivalency Programs, *Literacy Education, Program Attitudes, *Program Content, Program Costs, *Program Descriptions, Program Effectiveness, Program Evaluation, *Program Implementation, Vocational Education

The Appalachia Educational Laboratory (AEL) contracted with the Appalachian Regional Commission (ARC) to seek information on the presence, operation, and impact of adult learning programs within the 13-state Appalachian Region. Literacy was defined on a program operation base, possible programs were listed, and program descriptions were obtained thorugh a 50-item survey and selected site interviews. Data were collected and analyzed in six operational areas: program descriptions, placement/progress, instructional activities and teaching staff, program governance, administrative activities and staff, and general information. Some of the results are as follows: (1) most programs offer reading/mathematics and high school equivalency programs, mostly in public schools; (2) most of the programs use standard tests for placement, while less than half use them to assess program completion; (3) students stay in the learning programs a considerably shorter time than students outside the region; (4) teachers and students are mostly involved in establishing learning and skill objectives; (5) few tutors are certified; (6) Steck-Vaughn, Cambridge Books, and New Readers Press are most often used for materials; (7) programs have a variety of budgets; (8) students are recruited through the media; (9) program evaluation is usually end-product rather than process oriented; and (10) most programs have 100 or fewer students and fewer than 10 teachers. Based on the survey, 15 recommendations were made concerning the definition of adult functional literacy, target audience, effectiveness, theory, programming, and organizational development.

(Appendixes, the entirety of volume 2, include site visit forms, directories, lists, and contacts; information data form; outside evaluations of the questionnaire; adult literacy program survey (ALPS) forms; data confirmation; address lists of ALPS; and address of negative and nonresponding potential programs). (KC)

ED 211 758 CE 031 042

Rassen, Rachel L.
Getting Down to Business: Apparel Store, Module 7. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Apr 81
Contract-300-79-0535
Note-91p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100T1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100-$200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, Business Administration, *Business Education, *Business Skills, *Clothing, Financial Support, Learning Activities, Learning Modules, Merchandising, Money Management, Recordkeeping, *Retailing, *Salesmanship, Secondary Education
Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating an apparel store is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (customers, competition, and products; helpful personal qualities; how to compete; store's image); choosing a location (choosing the area; questions to ask; renting and leasing a store); being in charge (building an effective staff; selecting job applicants; employee training; store policies); setting prices (turnover; pricing; gross project pricing; markdown/sales); advertising and selling (choosing how to advertise; qualities of a good ad; costs); keeping financial records (cash sales; credit sales: daily cash sheet); buying and keeping track of supplies (inventory selection; supplier terms; store-supplier relations; purchase orders; inventory control); and keeping your business successful (keeping track of profits; how to prepare a profit/loss statement; two year statements). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 793 CE 031 077

McFarlane, Carolyn

Getting Down to Business: Housecleaning Service, Module 24. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-37p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100CC2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Skills, Financial Support, *Household Workers, Information Sources, Learning Activities, Learning Modules, Recordkeeping, Salesmanship, *Service Occupations, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the twenty-fourth in a set of 36 teacher guides to the Entrepreneurial Training Modules and accompanies CE 031 076. Its purpose is to give students some idea of what it is like to own and operate a housecleaning service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Housecleaning Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 969 CS 006 490

Reutzel, Douglas Ray
American Reading Instruction: Pre-Revolutionary Religious Influences.
Pub Date- 81
Note-29p.
Pub Type- Information Analyses (070) - Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Ancient History, *Cultural Influences, *Educational History, *Reading Instruction, Reading Materials, Reading Research, Religion, *Religious Factors, Teaching Methods, United States History, *Western Civilization

To provide some understanding of current reading methodology, this paper traces the history of reading instruction from ancient times to pre-Revolutionary America and examines the influences exerted upon that instruction by religion. The major portion of the paper discusses the cultures, religions, and educational systems of ancient Egypt; Mesopotamia; the Roman Empire; medieval, renaissance, and reformation Europe; England; and Colonial America. The paper concludes that it would be difficult, if not impossible, to separate the religious influences from American reading instruction, since religion has greatly influenced reading materials and instructional methodology, as well as provided the impetus for many people to learn to read. (FL)

ED 211 990 CS 206 711

Framework: Integrating Language Arts.

Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-Jul 81
Note-44p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Development, Curriculum Guides, Educational Theories, Elementary Education, *Integrated Curriculum, *Language Arts, Listening Skills, Reading Skills, Speech Skills, Teaching Methods, Writing Skills

Focusing on ways to integrate the components of the language arts curriculum, this guide provides a framework for use in curriculum development. The guide offers a statement of philosophy that views the language arts curriculum as an integrated program involving the interactive processes of composing (through speaking, writing, and visual expression) and comprehending (through listening, reading, and viewing or observing). It then provides brief discussions of language as a process rather than a subject; of the various aspects of the comprehending process attention, perception/response, interpretation (of meaning and significance), and evaluation/application; and of the composing process. An extensive bibliography is appended. (FL)

ED 212 011 CS 503 731

Ehrenhaus, Peter

The Critical Study of Rhetorical Community: Applications for a Conceptual Model.

Pub Date-Nov 81
Note-18p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Communication Research, *Community, Ethnography, *Group Behavior, *Group Dynamics, Models, Research Needs, Rhetoric, Speech Communication, *Systems Approach

The concept of rhetorical community is employed in this paper as a starting point for the study of community. Since the clarity of the concept rhetorical community'' is insufficient for purposes of building theories, the paper offers a more precise conceptual definition: a rhetorical community is a group of people who identify themselves with a common rhetorical vision (symbolic reality) that gives them a common goal and sense of purpose by which they organize their actions. Based on systems theory, the paper proposes this model of rhetorical community as a necessary step toward constructing a theory of community based upon communication processes. Suggestions are offered for studying rhetorical community from both rhetorical and ethnographic approaches. (RL)

ED 212 115 EC 141 524

Reing, Alvin B.

Effects of Deinstitutionalization and Environmental Training on Functional Language, Speech, and Reading.

Pub Date-28 Aug 81

Note-27p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August, 1981).

Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Evening Programs, *Games, *Group Homes, *Institutionalized Persons, Language Acquisition, *Mental Retardation, *Program Effectiveness, Reading Improvement, Speech Improvement, *Tutorial Programs

Ninety-seven developmentally disabled mentally retarded persons (aged 10 to 48 years) living in an institution, in group homes, or at home were trained in environmental language, speech, and reading skills using a game oriented multisensory approach. The evening tutorial program consisted of 20 sessions over a 6 month period. A pedagogic and task specific assessment methods were detailed to ensure replicability. Posttest data for 81 individuals treated and 109 in the control group showed improvement in the order of self help skills predicted (most improvement in speech and least in language). When the findings were analyzed according to living arrangements, a different order of effects was indicated (most improvement in Ss from institutions and least in Ss living at home), defending the importance of both settings and training methods to the normalization process. (Author/DB)

ED 212 195 HE 014 644

Preparation for College in the 1980s: The Basic Academic Competencies and the Basic Academic Curriculum. Project EQuality.
College Entrance Examination Board, New York, N.Y.
Pub Date-81
Note-19p.; For related document, see HE 014 643.
Available from-The College Board, 888 Seventh Avenue, New York, NY 10106.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Education, Advisory Committees, Articulation (Education), *Basic Skills, College Bound Students, *College Preparation, College School Cooperation, Curriculum Evaluation, Educational Improvement, *Educational Quality, Equal Education, Higher Education, Listening Skills, Logical Thinking, Mathematics, Reading Skills, *Secondary Education, Speech Skills, Study Skills, Urban Areas, Writing Skills
Identifiers-*Project EQuality

A statement regarding what is needed in academic preparation for college in the 1980s, which was developed during 1980-81 under th aegis of the College Board's Project EQuality, is presented. The work of school and college teacher in cooperation with other professionals addresses expectations about six basic academic competencies that should have been developed in high school by college-bound students: reading, writing, listening and speaking, doing mathematics, reasoning, and studying. Brief thoughts also are expressed about six subject-matter areas that constitute the basic academic curriculum that should have been covered: English, mathematics, history/social studies, natural science, foreign or second language, and visual and performing arts. Philosophical and operational definitions are offered for the basic academic competencies, based on a composite of the views expressed by the first year's participants in Project EQuality. The plan is to state the basic subject-matter areas in terms of learning outcomes rather than simply course content or number of years studied. The statement evolved in three contexts. The first involved more than 40 test development committees and the council on Academic Affairs of the College Board in cooperation with teachers. The second phase focused on the definition of basic academic competencies needed to do college-level work through urban dialogues involving representatives of schools and colleges serving large numbers of inner city students. The third phase was a three-day symposium. Twenty-four dialogues, four in each subject-matter area, will be conducted by Project EQuality during 1981-82. (SW)

ED 211 688 CE 030 919

Samuels, Frank

Creating an Effective Learning Environment for Disadvantaged Adult Students.

Pub Date- 81

Note-16p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Basic Education, Adult Education, *Adult Learning, Adult Programs, *Adult Students, Classroom Communication, *Classroom Environment, *Classroom Techniques, Cultural Awareness, *Disadvantaged, Economically Disadvantaged, Educationally Disadvantaged, Minority Groups, Sociocultural Patterns, Student Attitudes, Teacher Attitudes

Attention to the quality of the learning environment (both the physical and human dimensions) is critical to positive outcomes for adult disadvantaged learners in basic education. It is necessary to understand the characteristics of the adult disadvantaged student, his/her social and cultural or ethnic background, and how these factors influence his/her classroom behavior and learning ability. If extraneous problems such as unemployment, lack of child care, medical needs, and so on divert the adult learner from the classroom, the teacher should try to help the student to gain access to the community resources available to solve them. It is crucial to the success of the adult learning program that the classroom situation promote the individual's self-worth and healthy self-concept, rather than diminish it. Another factor crucial to effective teaching of adult students is that the subect matter be relevant to their concerns, and not the same as that taught to elementary students. Similarly, adult students must be treated as adults with adult status and not relegated to submissive roles. The classrooom situation as far as possible should be a we'' situation, with students participating in setting objectives and classroom management. Opportunities for support or discussion groups are often helpful, as is the process of individualizing instruction. Finally, reinforcing a sense of community in the classroom should help to enhance the learning environment and the learning process for adult disadvantaged students. Awareness of these suggestions may enable the teacher of the adult disadvantaged to facilitate students' learning experience. (KC)

ED 211 707 CE 030 950

Kelley, Sara Southerland
These Are Our Children.
Pike County Board of Education, Troy, Ala.
Pub Date- Sep 81
Grant-8006699
Note-50p.; For a related document see CE 030 949. Some pages may not reproduce clearly due to faint print.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alphabets, *Basic Skills, *Beginning Reading, Creative Writing, Early Childhood Education, Early Experience, Early Reading, Educational Responsibility, Fractions, Language Skills, *Parent Child Relationship, Parent Responsibility, *Parent Role, *Prereading Experience, *Reading Readiness, *Reading Skills, Vocabulary Skills

These ideas and suggestions for teaching children of all ages the basic skills are for use by both parents and teachers. The first materials provided are information for parents regarding their role as teachers, providing experiences for children to learn, and encouraging children to think and respond. Activities are then suggested for teaching the alphabet, simple sounds and words, and reading readiness. More suggestions for teaching children to read follow. A section of skills and basic activities charts activities that teach a reading skill, basic and related activities, and materials needed. A variety of skills are then covered, with directions provided for teaching a child to estimate, tell time, and use fractions. Other activities are described that use newspapers and magazines to involve the child in identifying pictures, basic shapes, letters, and animals and in creative writing. Suggestions for using kitchen and vacation experiences for teaching are made. A mastery list for first grade reading level, news article, and bibliography are appended. (YLB)

ED 211 741 CE 031 021

Peterson, Paul E. Rabe, Barry G.

Urban Vocational Education and Managing the Transition from School to Work: A Review of a Series of Case Studies of Vocational Education Programs in Four Cities. Final Report.

Spons Agency-Department of Education, Washington, D.C.; National Inst. of Education (ED), Washington, D.C.; Nellum (A.L.) and Associates, Washington, D.C.; Small Business Administration, Washington, D.C.

Pub Date- 81

Note-54p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advisory Committees, Case Studies, *Compliance (Legal), Educational Legislation, Educational Planning, Educational Policy, Educational Research, *Education Work Relationship, Federal Aid, Federal Programs, Federal Regulation, High Schools, *Job Skills, Postsecondary Education, Program Evaluation, School Role, Sex Fairness, Student Attitudes, Surveys, *Urban Education, *Vocational Education

Identifiers-California (San Francisco), Comprehensive Employment and Training Act, Georgia (Atlanta), Illinois (Chicago), New York (Rochester), *Vocational Education Amendments 1976

Data from four case studies of urban vocational education and a National Opinion Research Center survey of high school sophomores and seniors were used to research the role of vocational programs in managing the transition from school to work. The case study cities were Atlanta, Chicago, Rochester, and San Francisco. It was found that vocational education must provide students with skills and contacts to successfully manage the transition. Informal contacts were particularly important for negatively stereotyped groups, specifically young adults. Ways of managing the transition were varied among postsecondary, secondary, and Comprehensive Employment and Training Act programs in urban areas. Congressional efforts to regulate program direction as mandated in the Vocational Education Amendments have had little effect. Federal funds were being used largely to maintain existing programs and equipment. Procedural compliance with federal planning provisions was occurring. Program evaluation relied on traditional approaches with school officials in control. Local response to sex fairness provisions was quite limited. Local advisory councils have involved the private sector. It was recommended that through modification of federal vocational education policy Congress (1) emphasize contacts with the marketplace, (2) eliminate systems of institutional stratification, (3) encourage cooperation between programs and institutions, and (4) introduce greater variety. (YLB)

ED 211 828 CE 031 150

Employability Skills: For Special Needs Students.

Carroll County Public Schools, Westminster, Md. Special Education Div.

Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date- 80

Note-396p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Behavioral Objectives, Career Choice, *Career Education, Career Guidance, Communicative Competence (Languages), Curriculum Guides, Decision Making Skills, *Educationally Disadvantaged, Educational Resources, Employment Interviews, *Employment Potential, Employment Qualifications, Individual Needs, Interpersonal Competence, Job Application, Job Search Methods, *Job Skills, Learning Activities, Learning Modules, Money Management, Occupational Clusters, Secondary Education, Self Evaluation (Individuals), Tests, Values Clarification, Vocational Education

Identifiers-*Special Needs Students

Growing from mobile career libraries established for special needs secondary students in Carroll County, Maryland, this curriculum contains 10 units designed to aid educationally handicapped students to understand themselves and the world of work. Topics covered in the units include the following: self-awareness and appraisal, interpersonal relationships, values and decision making, the job search, applications and other forms, interviewing, career clusters, behavior on the job, job communication skills, and the paycheck. Each unit contains specific instructional objectives, a variety of activities to help students attain the objectives, evaluation measures to determine jf the student attained the objective, and specific suggested resources for each objective. Corresponding to each unit is an evaluation exercise to assess the students' understanding of the information contained within each unit. A comprehensive bibliography of career materials for the educationally handicapped secondary student is also included in the curriculum guide. (The curriculum units were field tested in Carroll County in secondary work-study classrooms for two years, with students' gains in knowledge assessed using the evaluation exercises included in the guide. For every unit, significant gains in knowledge were obtained by the students.) (KC)

ED 211 927 CS 006 426

Whyte, Jean Harland, Rosemary

Sex Differences in Visual Encoding Skills: Learning to Read.

Pub Date-Nov 81

Note-16p.; Paper presented at the Annual Meeting of the Conference of the Psychological Society of Ireland (Wexford, Ireland, November 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, Females, Higher Education, *Learning Modalities, *Learning Processes, Males, Phoneme Grapheme Correspondence, Phonics, *Reading Instruction, Reading Processes, *Reading Research, *Sex Differences, Transfer of Training, *Visual Learning

A study investigated the proposition that males have a predominant tendency to encode visually when reading, whereas females tend to encode phonologically. Arabic symbols were used to teach a group of 24 college students to read.'' Subjects were assigned randomly to one of two conditions: learning the symbols as letters'' one by one with the aid of a tape, or learning the symbols in groups as whole words,'' again with the aid of a tape. They were then asked to transfer the knowledge to new'' words containing the same elements. The findings indicated that males appeared to benefit more from word training whereas females benefited more from letter training in the transfer task. The findings suggest that when teaching reading to young children, a more visually oriented method might be more effective with boys and a less visual method might be more effective for girls. (HTH)

ED 212 033 EA 013 873

Bone, T. R., Ed. Ramsay, H. A., Ed.

Quality Control in Education? The Proceedings of the Annual Conference of the British Educational Management and Administration Society (9th, Glasgow, Great Britain, September 1980).

British Educational Administration Society.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-May 81

Note-134p.; Back cover may not reproduce due to color of original paper.

Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Journal Cit-Educational Administration; v9 n2 p1-122 May 1981

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Education, Cost Effectiveness, *Educational Assessment, *Educational Quality, Elementary Secondary Education, Foreign Countries, Inspection, Postsecondary Education, *Quality Control, Staff Development, Teacher Administrator Relationship, Values

Identifiers-*England, Participative Decision Making

An introduction, keynote address, and 12 selected papers present the conference's proceedings. Also provided are summaries of the seven other conference papers and of the final plenary session, along with a list of conference participants. The keynote address questions whether quality control is possible in education. It notes that the concept of quality control needs broadening to be applied to education and that the educational processes of recognition (or credentialing), assessment, and intervention help widen the definition of quality control. The next five papers discuss the roles of the national government, school boards, regional advisory councils, and local educational agencies in England in educational quality control. The following section's three papers ponder the problems involved in improving education through staff development. These look at further (or adult) education institutions, management-staff conflict, and participative management in elementary and secondary schools. Two further papers review the politics'' of educational quality control, particularly the problems of value judgments in assessing quality and of teachers' reactions to school amalgamations that threaten jobs. Cost-benefit analysis is used in the final two papers to examine the costs of local educational inspectors and to suggest a method of monitoring educational efficiency. (Author/RW)

ED 212 073 EA 014 349

Baratta, Anthony N.

Analytical Factors in Decision Making: Thrust toward Theory Development.

Pub Date-17 Aug 81

Note-8p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th; Seattle, WA, August 16-21, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cost Effectiveness, *Decision Making, Evaluation Criteria, Influences, *Models, Planning, Program Implementation, Resource Allocation, Values

Identifiers-Axiology

The development of theories to explain decision-making requires a model that identifies the factors relevant to decision-making. Seven sets of explanatory factors called the seven analytical A's'' should be analyzed. They include (1) axiological factors, or those related to values; (2) ten axiomatic factors comprising socioeconomic, territorial, organizational, psychological, and other givens; (3) alternatives, or factors (such as cost, uncertainty, and risk) that influence decisions; (4) architections,'' or practical planning factors like titles, persons responsible, specifications, resources, and results; (5) human and material allocation factors; (6) the actions involved in implementing decisions; and (7) the appraisal factors on which evaluations of decisions will be based. (RW)

ED 212 158 FL 012 764

Gonzalez, Juan C. Baumanis, Dace I.

Ethics Involved in the Evaluation of Bilingual Education.

Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-15p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.
Available from-Not available separately. See FL 012 738.
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Bilingual Education, *Case Studies, Educational Objectives, Elementary Secondary Education, Ethics, Justice, Models, *Program Evaluation, Social Action, Student Needs
Identifiers-*Bilingual Programs

This paper maintains that evaluation of bilingual programs must not only be true, it must also be just. The evaluator's perception of justice will affect how he/she will determine program effectiveness; consequently, it will color findings and recommendations. Bilingual education programs are, in fact, social action programs, as defined by the Elementary Secondary Education Act; therefore, they demand appropriate evaluation methods. The first model discussed, the egalitarian-utilitarian approach, is found inadequate because utilitarian ethics stress the overall needs of individuals in a society with particular emphasis on satisfaction of upper-class needs. These ethics contradict bilingual program goals, which stress the special and individual needs of students. It is suggested that an evaluation system based on intuitionist/pluralist ethics would be more just. Intuitionist/pluralist ethics have a multiplicity of principles for making judgments, with no priority rules for weighing judgments against each other. The case study approach, incorporated into an intuitionist/pluralist ethical model, is described and advocated as a model which will be effective because the findings will have been collected and validated for a particular audience and will include opinions and evaluations of persons who are actively involved in the program. (AMH)

ED 211 776 CE 031 060

Wolman, Jean

Getting Down to Business: Health Spa, Module 16. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-98p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100P1, $6.00. 25% discount on 100 or more of the same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, *Physical Fitness, Recordkeeping, Salesmanship, Secondary Education

Identifiers-*Entrepreneurship, *Health Spas, Small Businesses

This module on owning and operating a health spa is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (services, customers, and competition; personal qualities and skills; how to compete; legal requirements); choosing a location (type of area and customers; competition; location and type of space); getting money to start (business description; statement of financial need); being in charge (assigning tasks; hiring staff; keeping people happy); organizing the work (keeping track of your customers' fitness; work schedules); setting prices (what affects prices; pricing health spa services); advertising and selling (ads; brochures and fliers); keeping financial records (customer billing form; daily cash sheet); and keeping your business successful (profit/loss statements; changing the business to increase sales). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 811 CE 031 095

Gall, Joyce P.

Getting Down to Business: Construction Electrician Business, Module 33. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-32p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100MM2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Advertising, *Building Trades, *Business Administration, *Business Education, *Business Skills, *Electricians, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods
Identifiers-*Entrepreneurship, *Small Businesses

This is the thirty-third in a set of 36 teacher guides to the Entrepreneurial Training Modules and accompanies CE 031 094. The purpose of the module is to give students some idea of what it is like to own and operate a construction electrician business. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the uine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Construction Electrician Business; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 846 CE 031 261

Strazicich, Mirko, Ed.

Tilesetting Workbook.

California State Dept. of Education, Sacramento. Bureau of Publications.
Pub Date-81
Note-231p.; For a related document see CE 031 262. Prepared under direction of California State Educational Advisory Committee for the Tilesetting Industry.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($13.50).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Apprenticeships, *Construction (Process), Construction Materials, Educational Resources, *Job Skills, Learning Activities, Postsecondary Education, Skilled Occupations, *Trade and Industrial Education, Unions, Vocabulary, Vocational Education, Workbooks
Identifiers-California, *Tile Occupations

This workbook is designed for classroom use by apprentices in four-year union tilesetting programs in California. The workbook is composed of five units covering all aspects of the tilesetting process. Unit 1 introduces the tilesetting trade, including history and scope of the trade, safe working practices, and trade organizations. Unit 2 describes the tiles, materials, and tools used in tilesetting, while unit 3 explains how to read blueprints and specifications. The fourth unit describes tilesetting job processes, and the fifth unit details specialized jobs such as tile floors, steam rooms, ceilings, mosaics, curved arches, swimming pools, and stairs. A list of acronyms, a glossary of terms used in the tilesetting trade, and a list of instructional materials needed by students and for the classroom is also included in the workbook. The workbook is illustrated with black-and-white drawings and full-color photos. (KC)

ED 211 864 CG 015 652

Lynch, James P. And Others

Understanding the Role of Community in Delinquency Prevention.

Pub Date-Aug 81

Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.

Available from-Bureau of Social Science Research, 1550 M Street, N.W., Washington, DC 20036.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, Behavior Problems, *Behavior Standards, Community Organizations, *Community Role, Crime, *Delinquency Prevention, *Labeling (of Persons), *Police Community Relationship, Public Opinion, Social Values, Youth Problems

Studies of delinquency have recently shifted their emphasis from social structures that motivate delinquent acts to those that define an act as delinquent. This shift suggests that preventing behavior from being labeled delinquent could prevent the occurrence of additional or more serious delinquency. A study of Chicago communities demonstrated that communities respond differently to such behavior. In communities with the lowest rates of official delinquency, results indicated that residents used numerous alternatives to the police in response to pre-delinquent behavior, while residents of communities with high rates of official delinquency tended to call the police. These differences suggest that a community's ability to provide alternatives to the justice system may reduce the official delinquency rate as well as the number of children who proceed from pre-delinquent to delinquent behavior. (Author/JA)

ED 211 885 CG 015 677

Noberini, Mary Rose And Others

Personality and Adult Sibling Relationships: A Preliminary Study.

Pub Date-Aug 81
Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Family Relationship, *Friendship, *Hostility, Interpersonal Competence, *Interpersonal Relationship, *Personality Traits, Psychological Characteristics, *Siblings
Identifiers-*Sibling Rivalry

The limited research that exists about sibling relationships during adulthood has employed primarily sociological variables. Psychological aspects of the sibling relationship were explored in a sample of 35 women and 9 men with a mean age of 59. Subjects completed the California Psychological Inventory, the Scale of Sibling Relationships, and the Semantic Differential of Sibling Relationships with regard to their closest sibling. Data analyses revealed four personality configurations, two of which involved personalities more likely to report sibling rivalry or hostility. Results indicated that people who were hostile toward their siblings were characterized as cautious, rigid, anxious, stereotyped and conventional. Other correlations implied that the perception of a sibling as being jealous of oneself was characteristic of serious, self-assured, outgoing, sincere, stable individuals. Outgoing, creative individuals who valued intellectual achievement reported more cultural activities with their siblings. The final configuration that emerged concerned domestically-related activities shared with siblings; this factor was positively correlated with sociability and well-being. Results support the view that personality variables are important considerations in attempting to understand the quality of sibling relationships, especially in the areas of sibling rivalry and shared activities. (Author/NRB)

ED 211 906 CG 015 699

Kanefield, Linda

Reconciling Feminism and Psychoanalysis: The Patient as Therapist to the Therapist.

Pub Date-Aug 81

Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Counseling Techniques, Counselor Characteristics, *Counselor Client Relationship, *Females, *Feminism, Helping Relationship, *Individual Development, Interpersonal Relationship, Psychiatry, Psychopathology, *Psychotherapy, State of the Art Reviews, Therapeutic Environment

Although incompatible differences appear to exist between psychoanalytic therapy, which involves a hierarchical relationship, and feminism, which stresses egalitarian values, some versions of psychoanalytic theory are able to maintain their hierarchy within a context consistent with feminist values. Freud touched on the importance of the two-person relationship in therapy; neo-Freudians and object-relation theorists brought a major shift toward comprehending psychopathology as an interpersonal phenomenon. Feminist criticism of the therapeutic relationship as abusive is refuted in discussions of the real nontransference aspects of the psychoanalytic situation. Although feminists have suggested that the patient in therapy is disempowered, there can be considerable power and respect given to the patient. One aspect of psychoanalytic therapy consistent with feminist ideas concerns the patient's self-curative capacity and active participation in change which empowers the patient, reduces arbitrary authority, and enhances mutuality. Recognition of the therapist's humanness, fallibility, and unconscious conflicts, as well as the patient's perceptions of countertransference in the therapist and the patient's subsequent restitutive attempts, contribute to a more liberating clarification of analytic practice. (NRB)

ED 211 949 CS 006 457

Juel, Connie Roper/Schneider, Diane

The Growth of Letter-Sound Correspondence Knowledge in First Grade and Its Relation to Reading Achievement and Programs.

Pub Date-Dec 81

Note-11p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, *Decoding (Reading), Grade 1, *Phoneme Grapheme Correspondence, Phonics, Primary Education, *Reading Materials, Reading Processes, *Reading Research, Reading Skills

Ninety-three first grade children participated in a study that examined the relationship among instructional materials, other factors such as test scores, and the growth and application of letter-sound correspondence knowledge. The study also sought to determine the importance of letter-sound correspondence knowledge in the acquisition and performance of reading skills. The subjects, who could not read upon entering first grade, were randomly placed in either a phonics-oriented series with text and instruction emphasizing primarily regular decodable patterned words, or in a series that focused on high interest stories with text and instruction split more equally between regularly and irregularly decodable patterned words. Over the course of a year, the Metropolitan Readiness Test, the Iowa Test of Basic Skills, the Basal Core Word List Test, the Bryant Test of Basic Decoding Skills and the Switch Word List Test were given, some twice, for a total of nine tests. The results suggested that while the materials may be influential in facilitating early letter-sound correspondence knowledge, sheer exposure to lots of words also allows children to induce this information. The results further suggest that first grade students who acquire such knowledge do better reading both the words in their basals and the words on which they have not received instruction. (HTH)

ED 211 970 CS 006 492

Sheridan, E. Marcia, Ed.

Sex Stereotypes and Reading: Research and Strategies.

International Reading Association, Newark, Del.

Report No.-ISBN-0-87207-732-2

Pub Date-82

Note-129p.; Parts of some pages may be marginally legible.

Available from-International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 732, $5.00 member, $7.50 non-member).

Pub Type- Books (010) - Guides - Classroom - Teacher (052) - Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Cognitive Processes, Cultural Differences, Elementary Secondary Education, Females, *Language Usage, Literature Reviews, Males, Negative Attitudes, *Reading Instruction, Reading Interests, *Reading Materials, *Reading Research, *Sex Bias, Sex Differences, Sex Role, *Sex Stereotypes, Teaching Methods

Drawing from research concerned with sex stereotypes and reading, this book is intended for use by reading teachers at all levels who wish to understand and eliminate sex stereotyping in the materials and practices they use. The nine articles in the book are arranged under three categories: the cognitive, social, and educational dimensions of sex stereotyping; sex stereotyping in reading, writing, and language; and instructional strategies that combat sex stereotyping. Specific topics discussed in the articles include (1) sex differences and cultural expectations in reading, (2) girls' and boys' reading interests, (3) reading materials used in the United States from Colonial Times to the present, (4) language differences between males and females, (5) establishing the nonsexist classroom, (6) the problems of establishing a multicultural, nonsexist classroom, and (7) teaching high school students to spot sex stereotypes in reading materials. Appendixes contain resources for eliminating sex stereotyping in the classroom, including guidelines from the International Reading Association on sexism, sexist language, and sex stereotyping in reading materials. (HTH)

ED 211 991 CS 206 712

Deming, Bonnie J. Fearn, Leif

Literature & Story Writing: A Guide for Teaching Gifted and Talented Children in the Elementary and Middle Schools.

California State Dept. of Education, Sacramento.

Spons Agency-Department of Education, Washington, D.C.

Pub Date-81

Note-120p.; Part of one page may not reproduce clearly.

Available from-Publications Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802 ($2.75).

Pub Type- Guides - Classroom - Teacher (052) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Childrens Literature, Classroom Techniques, *Creative Writing, Critical Reading, Elementary Education, *English Instruction, *Gifted, Lesson Plans, Literary Criticism, *Literary Devices, *Literature Appreciation, Middle Schools, Short Stories, Teaching Guides, Writing Exercises, *Writing Instruction, Writing Skills

Identifiers-Research Papers (Students)

The ten lessons in this guide outline objectives and activities that will help gifted students to write intelligibly and creatively and to read with understanding and appreciation. Each of the lessons focuses on an aspect of literature, such as story line, building toward a climax, how plot is influenced by theme, characterization, tone, figurative and descriptive language, point of view, and the analysis of mystery stories. Lessons three through ten contain recommended reading lists identifying books strong in the literary lesson taught. Interspersed among the lessons are activities and exercises from the Writing Kabyn,'' a systematic developmental writing program designed for ability levels throughout the elementary and middle school. Following the ten lessons, the guide presents a discussion of the culminating project, which contains suggestions for helping students complete a final writing project, either a research report or a short story. An outline of personal interest reading, suggested book review forms, and steps to use when evaluating literature are also included in the guide. An appendix contains an annotated bibliography on the teaching of literature and writing, a list of recommended paperback books, and a bibliography of educational materials for teaching literature and story writing. (RL)

ED 212 053 EA 014 326

Brodinsky, Ben

Declining Enrollment Closing Schools: Problems & Solutions. AASA Critical Issues Report.

American Association of School Administrators, Arlington, Va.

Pub Date-81

Note-80p.

Available from-American Association of School Administrators, 1801 N. Moore St., Arlington, VA 22209 (Stock No. 021-00336; $10.95; quantity discounts; orders under $15.00 must be prepaid).

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Board of Education Policy, Case Studies, Curriculum Design, *Declining Enrollment, Educational Facilities, Educational Finance, Educational Planning, Elementary Secondary Education, Organizational Communication, Public Relations, Reduction in Force, *School Administration, *School Closing

Nine chapters and an introduction discuss the issues surrounding school closures and declining enrollment and suggest practical solutions. Each chapter examines a particular facet of the problem, presents brief case studies of successful experiences, and mentions sources for further information. The topics covered include: (1) demographic changes and enrollment projections; (2) the need for prior planning; (3) school board policy-making on district goals, community involvement, and eleven other issues; (4) improvement of communications and public relations; (5) the options of leasing, selling, demolishing, or finding alternative uses for closed school facilities; (6) legal and psychological problems involved in layoffs and reductions in force; (7) program or curriculum change to prevent erosion of educational quality; (8) financial problems associated with rising costs and declining enrollment; and (9) the special problems involved in closing high schools. (RW)

ED 212 094 EC 141 167

The Arts Educator and Children with Special Needs: Conference Report.

CEMREL, Inc., St. Louis, Mo.; National Committee, Arts for the Handicapped, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 78

Note-100p.; Symposium coordinated by the National Aesthetic Education Learning Center, CEMREL, Inc. and National Committee, Arts for the handicapped.

Available from-The National Committee, Arts for the Handicapped, 1701 K St., N.W., Suite 905, Washington, DC 20006 ($3.50, $3.00 in quantities of 10 or more).

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Accessibility (for Disabled), *Art Education, *Art Teachers, *Disabilities, Elementary Secondary Education, Inservice Teacher Education, Museums, National Organizations, Preservice Teacher Education, Teacher Attitudes, *Teacher Education

The document contains eight summaries of position statements and a summary of strategies to develop personnel preparation programs arising from a national symposium on arts education for children with handicaps. Symposium participants devised five approaches for expanding the development of programs to train arts personnel to teach handicapped children: (1) understanding the current legislative base, (2) increasing national awareness, (3) implementing coordinated and cooperative training formats, (4) developing resources, and (5) expanding training techniques. The papers have the following titles and authors: Preservice Training for the Arts Educator Working with Handicapped Children'' (R. Landy); Needs of the Special Arts Educator'' (B. Given); Art Education and the Handicapped'' (M. Goodwin); What Can National Organizations Dealing with Arts Education and Special Education Do to Encourage Educators to Work with Special Children?'' (G. Barlow); How Do Special Needs Alter Arts Education Programs outside the Regular Classroom Setting An Example from the Children's Museum in Boston'' (J. Kamien); What Kinds of Environmental Adaptations Are Necessary to Work with Handicapped Children in Music and Art?'' (L. Shupe); What Kinds of Environmental Adaptations Are Necessary to Work with Handicapped Children in Dance and Drama?'' (A. Riordan); and Stereotypes, Fears and Attitudes as Barriers to Arts Educators Working with Handicapped Children'' (S. McNiff). Also included are lists of symposium participants and their affiliation, symposium resource people, and the board of directors of the National Committee on Arts for the Handicapped. (DB)

ED 212 116 EC 141 525

Bobner, Ronald F. And Others
The Confounding of Perception of I.Q. on a Measure of Adaptive Behavior.
Pub Date-Aug 81
Note-26p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August, 1981). Research supported by grant (8014-199) from the Ohio Department of Mental Health.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adaptive Behavior (of Disabled), *Behavior Problems, *Behavior Rating Scales, Elementary Secondary Education, *Emotional Disturbances, *Intelligence Quotient, *Student Evaluation, Student Placement, *Teacher Attitudes
Identifiers-*Devereux Elementary School Behavior Rating Scale

Teacher perception of a student's IQ may bias adaptive behavior measures used for placement in special classes. The study investigated the effect of perceived IQ on teachers' ratings of disturbed and normal children on the Devereux Elementary School Behavior Rating Scale. Fifty-two urban severe behavior handicapped students, Grades K through 12, were each matched for age, race, sex, and IQ with students from regular classrooms (total N 62) from his/her home attendance zone as social and economic control. Regression techniques were used. Rater vectors accounted for rater differences. Results indicated perception of IQ accounts for significant variance above measured IQ on one factor, classroom disturbance.'' There were correlations between the Devereux and measured IQ but no correlations between the Devereux and perceived IQ. (Author)

McCarty, Dennis And Others

The Campus Alcohol Education Service An Analysis of First Year Evaluation Activities: Assessment Process and Impact.

North Carolina Univ., Chapel Hill.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-28 Sep 79
Grant-1-H84-AA-03845
Note-144p.
Available from-Campus Alcohol Education Service, 304 Steele Building 050A, University of North Carolina, Chapel Hill, NC 27514.

Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Alcohol Education, Alcoholic Beverages, *College Students, Dormitories, *Drinking, Fraternities, Higher Education, Institutional Research, Peer Influence, Peer Teaching, *Prevention, Program Evaluation, Resident Assistants, Social Life, Sororities, *Student Attitudes, Student Characteristics, Student Problems, Workshops
Identifiers-*University of North Carolina Chapel Hill

Results of an evaluation of the first year of operation of the Campus Alcohol Education Service at the University of North Carolina (UNC), Chapel Hill, are examined. The Student Alcohol Survey, which is primarily a program planning instrument and secondarily a source of information on program effects, was completed by 465 undergraduates. Responses were examined to identify current alcohol use and attitudes, and to test program assumptions about the relationships between alcohol use and alcohol-related problems. Additionally, a site-specific impact evaluation was the major source of data on program operation and program effectiveness. UNC focused on workshops conducted by peer educators and on the effects of these workshops on resident hall communities. Student Alcohol Survey responses are analyzed in relation to: alcohol use, alcohol problems, drinking situations, alcohol-related attitudes and beliefs, perceived social influences to drink, knowledge about alcohol, awareness of program efforts and interest in alcohol education, and demographic characteristics of respondents. Eleven workshops were developed by students enrolled in a class on the prevention of alcohol abuse, and the workshops were presented 37 times between March 20, 1979, and April 18, 1979. A total of 416 students participated, and heavier drinkers (five or more beers at a party) were well represented among the participants (40 percent). Women tended to have more positive evaluations of the workshops than men, and in general, the evaluation of the presentations and the presenters was moderately positive. (SW)

ED 211 725 CE 030 997

Barton, Paul E.

Vocations and Education Policy: A Federal Perspective.

National Inst. for Work and Learning, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.

Pub Date- 80

Note-83p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adults, Career Counseling, Demography, Economic Change, *Educational Cooperation, *Educational Needs, Educational Objectives, *Educational Policy, Educational Trends, *Education Work Relationship, Employment Practices, *Federal Government, Females, Government Role, *Government School Relationship, Job Development, Job Placement, Job Search Methods, Job Skills, Labor Force Development, Labor Needs, Public Policy, Secondary Education, Social Change, Vocational Adjustment, *Vocational Education

Identifiers-Entrepreneurship, Vocational Education Study

In rethinking its policy with regard to involvement in the vocational education enterprise, the federal government must consider traditional educational goals as well as recent social, economic, and demographic changes. If the idea of vocational education as part of the public school system is going to work, it is necessary to make vocational education a collaborative effort among education, employer, and organized labor institutions. Also needed is a policy of recognition of the educational objectives of the vocational education approach, rather than the present fixed focus on immediate placement outcomes. Policymakers should move toward joint school-employer occupational instruction, with the burden of proof shifting to the states to justify a solely public classroom approach. Rather than relying on government corrective actions to adjust curricula to changing labor needs, educators should build adjustments to changing technology and markets into the system. Also necessary are programs to facilitate the school to work transition, including job placement, job search education, and employment assistance as well as programs to facilitate occupational adjustments and help employers upgrade their labor force. Included among other national imperatives to be considered are meeting skill shortages, promoting entrepreneurship, and integrating federal human resource development efforts. (MN)

ED 211 759 CE 031 043

Rassen, Rachel L.

Getting Down to Business: Apparel Store, Module 7. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-37p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (order No. ETC100T2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, Business Skills, *Clothing, Financial Support, Information Sources, Learning Activities, Learning Modules, Merchandising, Money Management, Recordkeeping, *Retailing, *Salesmanship, Secondary Education, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the seventh in a set of 36 teacher guides to the Entrepreneurship Training Modules and accompanies CE 031 042. Its purpose is to give students some idea of what it is like to own and operate an apparel store. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning an Apparel Store; Choosing a Location; Getting Money to Start; Being in Charge; Buying and Keeping Track of Supplies; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Clothing Store Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 928 CS 006 429

Root, Shelton L., Jr.

What Place Pleasure in the Reading Systems.

Pub Date-81

Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981). Not available in paper copy due to marginal legibility of original document.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Basal Reading, Elementary Education, Literature Appreciation, *Reading Attitudes, *Reading Instruction, *Reading Materials, *Recreational Reading, *Teaching Methods

The current system of elementary level reading instruction allows no place for reading for pleasure. While few deny the teacher's role in helping children master the mechanics of reading, some question whether it is equally important to help children learn the inherent pleasure of reading literature for its own sake. The current systems approach to reading instruction, which is supported from many ranks, also precludes reading for pleasure, perpetuating isolated skills and making teachers the tool of the method instead of the other way around. The form and format of basal readers used in reading instruction confuse the reader who is reading for either pleasure or information because basals are not literary constructs with a beginning, middle, and end, but rather a series of unrelated and interrupted reading episodes. The exercises that occur before, during, and after a basal reading passage bear no resemblance to what a reader does before, during, and after pleasure reading. Ensuring a place for pleasure reading in the 1980s requires (1) giving teachers moral, professional, and financial support to challenge the systems approach; (2) providing children with the time, the physical and human environment, and the materials to encourage pleasurable reading; and (3) counting teacher successes rather than failures. (HTH)

ED 212 012 CS 503 732

Elwood, William R.

The Necessity of the Faculty Mentor in the Development of the Artist-Scholar.

Pub Date-Aug 81

Note-7p.; Paper presented at the Annual Meeting of the American Theatre Association (Dallas, TX, August 9-12, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty, *College Students, Higher Education, Interpersonal Relationship, *Mentors, Professional Development, *Student Teacher Relationship, *Teacher Role, *Theater Arts

A faculty mentor is that person in the university theatre department who initiates students into not only the world of subject matter but also the world of scholarly and academic action. A mentor trains a thinker of the theatre'' to take a place in the intelligentsia that is responsible for producing art and retaining the stewardship of artistic and humanistic values. A mentor recognizes those special qualities in a student that are manifested in his or her class work, performance on stage, and attitude toward work. During the course of study the mentor/student relationship involves a mutual process, in which the learning that takes place is gradually reversed: the more the student learns, the more he or she provides information to the mentor, who, in turn, channels more information back to the student a process resulting in far more learning than that of conventional dissertation assignments. When this process of mutual inquiry takes place, the student is on the way to becoming a mentor in his or her own right. Often the mentor/student relationship continues beyond completion of a degree, and the two continue to share ideas as the student chooses. (HTH)

ED 212 074 EA 014 350

Finlayson, Jean, Ed.

Management Information Systems in FE.

Further Education Staff Coll., Blagdon (England).

Pub Date-79

Note-39p.

Available from-Report Secretary at Coombe Lodge, The Further Education Staff College, Blagdon, Bristol, ENGLAND BS18 6RG (1.85 pounds).

Journal Cit-Coombe Lodge Report; v12 n8 p368-419 1979

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Computer Programs, *Data Analysis, Databases, *Data Collection, *Educational Administration, Evaluation Criteria, Foreign Countries, *Management Information Systems, Part Time Students, Postsecondary Education, School Schedules, Tables (Data)

Identifiers-*England

Four papers discuss the use of management information systems (MIS) in institutions for further education (that is, adult education) in England. A brief introduction notes the problems of initiating MIS during a time of declining financial support. The first paper presents arguments for the use of MIS at the technical college level, suggests areas that MIS should cover, and lists the criteria for evaluating MIS. Such a system, says this author, should be simple, unified, systematic, coherent, valuable to educators, and based on students' actual courses. The second paper describes the collection and analysis of MIS data at an institution with many part-time students and a large variety of attendance arrangements. In the third paper the author explains the MIS computer program developed at a college to manage class scheduling for teachers and departments. The final paper narrates the development of a management information center at a technical college and discusses the center's goals, staffing, resources, database, and problems. (Author/RW)

ED 212 139 FL 012 745

Gonzalez, Juan

Spanish Language Arts and Reading Materials for the Intermediate Grades.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-12p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Elementary Education, Grade 6, Grade 7, Grade 8, Integrated Activities, Language Skills, Learning Activities, *Material Development, *Native Language Instruction, *Reading Materials, *Spanish, Spanish Speaking

Identifiers-Bilingual Materials

This article describes a set of Spanish language materials which were designed to meet the needs of Spanish-speaking children in the intermediate grades who had never been exposed to formal instruction in language arts and reading. The materials were developed by the author in collaboration with the Bilingual Materials Development Center in Fort Worth, Texas. An integrated methodology is used rather than a second language learning approach. Level 2, designed for students who already demonstrate a certain level of oral proficiency in Spanish, focuses on language arts content that will enable them to develop their vocabulary, grammar, reading, and writing skills. The Level 3 materials continue the development of the previous level and concentrate on the linguistic, cultural, and reading needs of the Spanish-speaking eighth grader. The methodology and contents of both student materials and teacher's manual for each level are described. The scope and sequence of each level are illustrated in table format. (AMH)

ED 211 672 CE 030 833

The Distribution of Federal Vocational Education Funds Study. Final Report, September 27, 1980-September 15, 1981.

Evaluation and Training Inst., Los Angeles, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 81
Contract-9040
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, Compliance (Legal), Cooperative Planning, Educational Cooperation, *Educational Finance, Educational Planning, *Federal Aid, Federal Legislation, Federal Regulation, *Financial Policy, *Financial Support, Policy Formation, *Resource Allocation, Secondary Education, State Programs, Two Year Colleges, *Vocational Education
Identifiers-*California, Vocational Education Act 1975

The purpose of this study was to design a distributive system that complies with the priorities of the federal Vocational Education Act; meets the vocational education needs of students, local education agenices (LEAs), and the state (California); and is both equitable and practical to implement. Data were gathered by literature reviews, state-level administrator interviews, LEA interviews and survey, and a national survey. This Executive Summary highlights the Study Report, which was presented in two volumes. It reviews the procedures used in California and eight other states to distribute federal funds for vocational education; discusses the procedures currently used to select new programs for VEA support; analyzes the degree to which these procedures are meeting the needs of LEAs in the two systems; discusses and analyzes high cost technical programs; and presents the recommended system for distributing federal vocational education funds between the State Department of Education and the California Community Colleges. It also presents a discussion of the major issues involved in developing a distribution system, which include (1) the definition and calculation of a comparable measure of program size; (2) the identification and calculation of comparable measures of program cost; (3) the development of an appropriate formula for distributing the funds between the two agencies; (4) the availability of reliable data on disadvantaged and handicapped enrollments in vocational education programs; and (5) the determination of relative financial ability and the advisability of its inclusion in the formula. (KC)

ED 211 689 CE 030 920

Treacy, Thomas D., Ed.

Career Education Resource Guide. Volume I: K-6.

Philadelphia School District, Pa.; Villanova Univ., Pa. Dept. of Education.

Spons Agency-Department of Education, Washington, D.C. Teacher Corps.
Pub Date-81
Grant-G007900467
Note-310p.; For related documents see CE 030 921-922.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Art, Behavioral Objectives, *Career Awareness, *Career Education, Competence, *Decision Making, Elementary Education, Employment Potential, Fused Curriculum, Health, Instructional Materials, Job Skills, Language Arts, Learning Activities, Mathematics, Music, Resources, Safety Education, Sciences, *Self Concept, Social Studies, Special Education, Teacher Developed Materials, *Work Attitudes
Identifiers-*Economic Awareness, *Educational Awareness

This first of a three-volume career education resource guide consists of 167 teacher-developed and -tested learning activities for use in grades K-6. Included in the volume are activities that can be incorporated into existing curricula in the following subject areas: art, health, language arts, math, music, science, social studies, safety education, and special education. The activities are presented in a consistent format, including the activity subject area, grade level, and title; behavioral objectives; steps for completing the activity; and resources pertinent to the activity. Designed to be fused into existing classroom curricula, the activities address such career themes as self-awareness, career awareness, educational awareness, economic awareness, decision making, beginning competency, employability skills, and appreciation and attitudes. Among the types of activities provided are discussions, writing projects, mock businesses, simulated radio broadcasts, role playing, field trips, and lectures on various role models and historical changes in the occupational patterns of various groups. (Other volumes of the guide, containing similar materials for use in grades 7-9 and 10-12, are available separately see note.) (MN)

Love, Cathleen T.

Attitudes of Community Members Toward the Schools and Consumer and Homemaking Education.

Pub Date- Dec 81
Note-15p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 8, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, *Alienation, Community Attitudes, *Consumer Education, *Course Content, Educational Attainment, Elementary Secondary Education, *Home Economics, Income, Program Content, Questionnaires, *School Attitudes, *School Districts, Surveys, Vocational Education

A study measured a community's attitudes towards its school district as well as its attitudes towards the subject matter included in consumer and homemaking education. In addition, the study assessed whether alienation was a possible cause for the attitudes toward the schools and consumer and homemaking education. Using a structured questionnaire consisting of a personal data form, the Middleton Alienation Scale, and project-developed instruments to measure level of school district concern and attitudes toward consumer and homemaking education, a researcher collected information from a stratified random sample of 258 community members of five school districts in Franklin County, Pennsylvania. Analysis of the completed questionnaires revealed a highly positive correlation between alienation and community attitudes towards the schools. However, no substantial correlation was found for alienation and attitudes toward consumer and homemaking education. In addition, the attitudes of community members with children in school were not substantially different from those of community members who do not have children in the schools. Alienation from society a factor found to be closely tied to attitude toward the schools and consumer and homemaking education was linked to age, income, and educational level.

(MN)

ED 211 794 CE 031 078

Kingi, Marcella

Getting Down to Business: Sewing Service, Module 25. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-85p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100EE1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, *Needle Trades, Recordkeeping, Salesmanship, Secondary Education, *Service Occupations

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a sewing service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (services, customers, and competition; personal qualities; how to compete well; special business image); choosing a location (things to consider); getting money to start (resume; business description; statement of financial need); being in charge (tasks; selecting job applicants; personal interview and references; keeping people happy); organizing the work (work orders; doing the work; checking the work); setting prices (costs, expenses, and profit; supply and demand); advertising and selling (choosing advertising media; qualities of a good ad); keeping financial records (cash sales; customer account form; daily cash sheet); and keeping your business successful (keeping track of profits; profit/loss statement; improving profits). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 829 CE 031 167

C.U.B.E. Instruction Manual. Goals I-IV.

Monroe County Community Schools Corp., Bloomington, Ind.; Vincennes Univ., Ind.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-81
Note-29p.; For related documents see CE 030 751, CE 031 168, and CE 031 170-173.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Basic Education, Competency Based Education, *Educational Objectives, Educational Philosophy, English Instruction, Guidelines, Instructional Materials, *Instructional Systems, Learning Disabilities, Mathematics Instruction, *Program Content, Program Descriptions, *Program Implementation, Reading Instruction, School Orientation, Teacher Role, Teaching Methods, Vocabulary Development
Identifiers-*CUBE System, *Curriculum Management

Designed for use by teachers who are implementing the adult basic education teaching/learning management system called CUBE (Continuity and Unity in Basic Education), this manual covers the contents of the CUBE system, its philosophy, and its six goals. An inventory sheet listing all materials included in the system, a materials request form, and a form to record errors found in the materials are provided. In a section on the philosophy underlying the CUBE system various areas are mentioned, including basic objectives of the system, major components of the system, the program's flexibility, the role of the teacher in implementing the system, and the system's major goals (as they are called) or content areas (new student orientation, math placement, reading assessment and placement, English placement, vocabulary placement, and learning disabilities). Also listed are the individual materials provided in and procedures for using the individual volumes.

(A project report outlining the development of these materials as well as related instructional materials and program manuals are available separately see note.) (MN)

ED 211 847 CE 031 262

Strazicich, Mirko, Ed.

Tilesetting Testbook.

California State Dept. of Education, Sacramento. Bureau of Publications.
Pub Date-81
Note-93p.; For a related document see CE 031 261. Prepared under direction of California State Educational Advisory Committee for the Tilesetting Industry.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($3.50).
Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Apprenticeships, *Construction (Process), Construction Materials, *Job Skills, Learning Activities, Postsecondary Education, Skilled Occupations, *Tests, *Trade and Industrial Education, Unions, Vocational Education, Workbooks
Identifiers-California, *Tile Occupations

This testbook contains objective tests for each topic in the Tilesetting Workbook'' (see note) for use in the classroom portions of the union four-year apprentice tilesetting program in California. Tests are all multiple choice and are usually two pages in length. Tests are provided for each of the 44 topics covered in the five units of the tilesetting workbook. Material covered includes history and scope of the tilesetting trade, safe working practices, trade organizations, materials, tools, and processes used in the trade, job processes, blueprint and specification reading, and special jobs such as tile floors, steam rooms, ceilings, mosaics, curved arches, swimming pools and stairs. Black-and-white drawings are used in some of the tests. Test pages are perforated for removal from the book, and are suitable for pass out to students or for reproduction. Answers are not included. (KC)

ED 212 159 FL 012 765

Sims, Dennis C.

Context-Sensitive Evaluation Technology in Bilingual Education.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note 20p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Bilingual Education, Elementary Secondary Education, *Evaluation Methods, *Interaction Process Analysis, Metaphors, Organizational Effectiveness, *Participant Satisfaction, Participation, Postsecondary Education, *Program Evaluation, *Self Evaluation (Groups)

Identifiers-Bilingual Programs, Sims Image Based Organizational Model

The Sims Image-Based Organizational Model (SIBOM) with reference to its use in evaluation of bilingual education programs is described. The technique elicits participant perceptions in metaphor-generating sessions. This is one step in a process whereby participants' perceptions can be organized to describe the system of problems and resources they perceive in their environment, as well as areas of agreement and disagreement, and sometimes how the participants' own process strengthens or weakens achievement of their objectives. SIBOM's use of metaphor in the evaluation process takes advantage of the metaphor's projective properties, its synthesizing function, and its generality or remoteness from specific problems. The two levels of analysis, content and process, are described. The content analysis determines the degree of congruence in perceptions of the respondents regarding matters such as age, time in program, sex, ethnic background. Process analysis is done through observation of behavior and interaction in the metaphor-generating group. By way of conclusion, a brief account is provided of the rise and decline of the SIBOM evaluation model. (AMH)

ED 212 196 HE 014 645

Klineberg, Otto Hull, Frank W., IV

At a Foreign University: An International Study of Adaptation and Coping.

Pub Date-79

Note-211p.

Available from-Praeger Publishers, 383 Madison Avenue, New York, NY 10017.

Pub Type- Books (010) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Case Studies, College Administration, College Environment, College Faculty, *Coping, *Foreign Students, *International Educational Exchange, International Relations, *Student Adjustment, Student Characteristics, *Student College Relationship, Student Problems

Identifiers-Brazil, Canada, France, Hong Kong, India, Iran, Japan, Kenya, United Kingdom, United States, West Germany

An international study of adaptation and coping of students, faculty, and administrators involved with foreign student exchange is examined using data obtained in 11 countries Brazil, Canada, the Federal Republic of Germany, France, Hong Kong, India, Iran, Japan, Kenya, the United Kingdom, and the United States. The following are included: methodological considerations; the characteristics and perceptions of the student population; interviews with foreign students about the problems and difficulties experienced; the problems of personal interactions and friendships; national and ethnic relations; consequences of the sojourn; an analysis of case studies on the process of coping; the U-Curve'' hypothesis; national profiles; and international relationships. Several conclusions were reported such as students from the Latin American countries being the most likely to report their perceptions at one extreme or another, and those from Arabic-speaking countries most likely to report most of their contact with other Arabic-speaking students. The factors most important with regard to coping were: (1) social contact with those local to the sojourn culture and area, and (2) prior foreign experience as evidenced by previous travel. It is suggested that adequate information about the foreign student and the host institution is a requirement if the adjustment is to be made, as well as recognition of the possible problems that are sometimes automatic in a foreign exchange. Appendices include: country of citizenship; total respondent population; country of citizenship: by country of sojourn; and origins: geographical area divisions. Statistical tables are provided. (LC)

ED 211 742 CE 031 026

Development of Entrepreneurship Training Components for Vocational Education. Summary Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Report No.-AIR-81800-11/81-SR

Pub Date-30 Nov 81

Contract-300-79-0535

Note-13p.; For related documents see CE 031 027-101 and CE 031 324.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business Administration, *Business Education, Business Skills, Career Exploration, *Career Planning, Job Skills, *Learning Modules, *Material Development, Program Evaluation, Secondary Education, Skill Development, Vocational Education, Workshops

Identifiers-*Entrepreneurship, *Small Businesses

A project was conducted to create modules designed to assist students in their career planning and decision making by providing an overview of the potential rewards and typical problems of small business ownership and of the personal qualities needed for success. Thirty-five businesses were selected to form the basis for developing the business-specific modules. All modules followed a standard format and contained a student guide and a teacher guide. The entrepreneurship modules were aimed at secondary vocational students. A quasi-experimental, pretest/posttest, treatment group/control group design tested the effectiveness of the modules. The modules were field-tested at various sites and were taught by regularly employed vocational instructors. Use of the modules showed significant gains in students' knowledge of the skill areas necessary to start and operate a small business successfully. Dissemination of materials was accomplished through a series of vocational educator workshops at locations across the country. (This series also contains a handbook for module use, a final technical report, a resource guide, and the thirty-six modules and companion teacher guides.) (CT)

ED 211 777 CE 031 061

Wolman, Jean

Getting Down to Business: Health Spa, Module 16. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-34p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100P2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, *Physical Fitness, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods

Identifiers-*Entrepreneurship, *Health Spas, Small Businesses

This is the sixteenth in a set of 36 teacher guides to the Entrepreneurial Training Modules and accompanies CE 031 060. Its purpose is to give students some idea of what it is like to own and operate a health spa. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Health Spa; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Health Spa Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 812 CE 031 096

Gall, Joyce P.

Getting Down to Business: Carpentry Business, Module 34. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-89p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100LL1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, *Carpentry, Financial Support, Learning Activities, Money Management, Recordkeeping, Salesmanship, Secondary Education

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a carpentry business is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (services, customers, competition; important personal qualities; how to compete; legal requirements); choosing a location (where you do your work; paying for a separate business location); getting money to start (statement of financial need; purpose of a business description); being in charge (dividing the work; paying for services; hiring employees; supervising and training employees); organizing the work (making an estimate; work orders; work schedules; time planning); setting prices (factors that determine price); advertising and selling (advertising methods; what makes a good ad; selling your services); keeping financial records (importance of good financial record keeping; handling credit; daily cash sheet); and keeping your business successful (profit and personal satisfaction; profit/loss statement; getting information about expansion). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 865 CG 015 654

Levant, Ronald F. And Others

An Evaluation of a Structured Approach to Treating Child Abuse.

Pub Date-Aug 81

Note-8p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Abuse, *Child Welfare, Comparative Analysis, *Counseling Effectiveness, *Counseling Techniques, *Hostility, Longitudinal Studies, Parent Child Relationship, *Parent Counseling, Parents, Program Evaluation, Social Services

The prominence of child abuse cases in child welfare agencies has focused attention on abusing parents who react to initial professional contact with hostility. To evaluate a structured treatment method for child abusing parents, two treatment methods were studied. A new method, which focused on the parent's handling of hostility, was compared to the usual child welfare agency services before and after nine months of treatment. Outcome was assessed in terms of the parent's ability to handle hostility and the child's behavioral adjustment. Results indicated that parents receiving the new treatment improved significantly more, but their children were not as well adjusted at post-treatment as the agency services group's children. The findings suggest that abused children need special attention in addition to whatever treatment is provided to their parents. (Author/JAC)

ED 211 886 CG 015 678

Langelier, Regis

The Effects of Two Types of Assertion Training on Self-Assertion, Anxiety and Self Actualization.

Pub Date-Aug 81
Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, *Assertiveness, *Behavior Modification, *Feedback, Foreign Countries, Interpersonal Competence, Psychological Patterns, *Self Actualization, Self Concept, Self Expression, *Social Behavior, Videotape Recordings
Identifiers-*Canada

The standard assertion training package includes a selection of techniques from behavior therapy such as modeling, behavior rehearsal, and role-playing along with lectures and discussion, bibliotherapy, and audiovisual feedback. The effects of a standard assertion training package with and without videotape feedback on self-report measures of self-assertion, anxiety and self-actualization were examined. Graduate students (N 36) in psychology and counseling were randomly assigned to one of three groups: (1) Experimental Group I, who received 12 assertion training sessions, but no videotape feedback; (2) Experimental Group II, who received the same assertion training, but with videotape feedback; or (3) a nontreatment control group. Scores on pre- and post-tests were obtained from all subjects on the Rathus Assertiveness Schedule (RAS), the IPAT Anxiety Scale Questionnaire, and the Personal Orientation Inventory. In addition, experimental groups participated in a six-month followup. Results demonstrated the effectiveness of assertion training for a graduate student population; these effects were durable over a six-month period, indicating long-term gains in assertion. A comparison of the Experimental Groups showed that the inclusion of videotape feedback did not increase the level of assertion as measured by the RAS. The findings provide further support for the use of a standard assertion training package with a college student population. (Author/NRB)

ED 211 907 CG 015 700

Wood, David And Others

Accreditation Stimuli and Evaluation Responses in a Clinical Training Program.

Pub Date-Aug 81

Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accreditation (Institutions), *Clinical Psychology, *Counselor Training, Curriculum Development, *Curriculum Evaluation, *Graduate Students, Higher Education, Needs Assessment, Policy Formation, Program Evaluation, Self Evaluation (Groups), Skill Development, *Student Attitudes

Assessment and evaluation skills are significant goals of clinical training, yet many clinical and counseling students lack personal experiences with applied program evaluation. Clinical psychology graduate students responded to successive impending accreditation visits by conducting in-house evaluations. Students in 1977 (N 38) and 1980 (N 35) completed questionnaires which surveyed forced-choice items on preferred work setting, percentage of professional time spent in various activities, age group and level of intervention preferred for clinical clientele, and evaluations of training. The first evaluation prompted curriculum topic additions also endorsed by site visitors, e.g., neuropsychological assessment, community mental health,

consultation/supervision, professional ethics, sex therapy, private practice, and self-regulation. The second evaluation ratified these curriculum changes and identified emerging student trends. Students in 1977 appeared biased toward traditional clinical psychology; students in 1980 moved away from traditional practice orientation toward marital and family therapy. Rated commitment to research and perceived attractiveness of academic careers declined between 1977 and 1980, and interest increased in the areas of private practice, consultation, and intervention at the systems-institutional level. Minorities, physically disabled, and poverty patients continued to receive minimal interest from students. The findings suggest that repeated program evaluations at regular accreditation intervals can provide relevant hands on'' experiences in a pragmatic situation. (Author/NRB)

ED 211 950 CS 006 458

Gaus, Paula J. Smith, Anne L.

Evaluation of Teacher's Attitudes toward Reading Specialists.

Pub Date-Dec 81

Note-47p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981). Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attitude Measures, Elementary School Teachers, Elementary Secondary Education, Evaluation Methods, *Reading Consultants, Reading Instruction, *Reading Research, *Role Perception, Secondary School Teachers, *Teacher Attitudes, Test Reliability

Approximately 300 elementary and secondary school teachers from across the United States responded to a survey concerning their attitudes toward the role and the performance of reading specialists in their schools. The teachers completed a 30-item Likert-like attitude scale and provided demographic data. The results indicated that teachers in general did not have a negative attitude toward reading specialists, and no demographic variables stood out as indicative of more positive or less favorable attitudes to such personnel. There was no significant correlation between positive attitude and number of courses taken in the teaching of reading, suggesting (1) that such courses may cause teachers to question and be more cautious in their ratings of reading specialists; (2) that such courses are not meeting student's needs, thus undermining the confidence of teachers toward reading and specialists; and (3) that the current publicity given to school failures in the area of reading may be creating a population of teachers that is becoming more critical in its evaluation of reading specialists and their programs. (A copy of the survey instrument and extensive tables of data are appended.) (FL)

ED 212 013 CS 503 734

Doolittle, Robert J.

Community as an Essential Focus for Communication Study.

Pub Date-Nov 81

Note-14p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Communication Research, Communication Skills, *Community, *Community Study, *Intergroup Relations, Language Usage, Social Psychology, *Speech Communication

The community should be seen as an essential focus for communication study since it (1) illustrates and tests the instrumental nature of human communication, (2) illustrates the delicate interplay of private and public communication, and (3) provides a unique context in which all human interactive units exert communication influence simultaneously. Community in this sense is best defined as a communication-engendered, psychological construct based upon consensual perceptions of common identity, interdependence, obligation, and efficacy. Community exists, then, when individuals sense that it exists as a result of their interactions with other individuals. What is not clear at present is what communication skills are minimally essential for the creation of community. What is clear is that there is opportunity for communicative research about how communication is or can be used instrumentally to sustain and enhance consensual perceptions of identity, interdependence and obligation, and efficacy among community residents. To argue the value of community study is nothing more than to urge that community as a level of social organization should be included in any effort to account for the complexity of human communicative behavior. (HOD)

ED 212 034 EA 013 944

Bainbridge, William L. Evans, George C.

The Management Team: Making It Work.

Pub Date- 81
Note-12p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accountability, *Administrator Evaluation, Administrator Role, *Educational Objectives, Elementary Secondary Education, *Management Teams, *Participation, Performance Contracts, Records (Forms), School Surveys
Identifiers-*Newark City School District OH

In 1980 the Newark (Ohio) City School District established a team management system called REASONS an acronym for Responsive, Evaluative Accountability System Operating Newark Schools. The goals of the REASONS program comprise systematic planning and accomplishment of objectives, increased productivity, open two-way communication, and peer evaluation and merit pay for school administrators. The program's three emphases include responsiveness, defined as participation by all interested groups in the improvement of the school system; evaluation of administrators and programs; and accountability through open communication of program results. REASONS centers on the identification of the district's missions, starting with a survey of students, staff, parents, and the community for their suggestions. From the survey results the school board adopts mission statements which guide the management team in developing objectives at the system, unit, individual, and daily-operations levels. Individual contracts are drawn up for each administrator based on these four-tiered objectives. Peer evaluation of administrators and merit pay decisions are based on these contracts. REASONS itself is evaluated annually by a special committee. Copies of the survey and contract forms are provided. (Author/RW)

ED 212 054 EA 014 327

Hymes, Donald L.

School Budgeting: Problems and Solutions. AASA Critical Issues Report.

American Association of School Administrators, Arlington, Va.

Pub Date-82

Note-73p.

Available from-American Association of School Administrators, 1801 N. Moore St., Arlington, VA 22209 (Stock No. 021-00900; $10.95; quantity discounts; orders under $15.00 must be prepaid).

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Budgeting, *Budgets, Case Studies, Citizen Participation, Collective Bargaining, Educational Finance, Elementary Secondary Education, *Financial Problems, Lobbying, News Media, Public Relations, Retrenchment, School Budget Elections

School budget problems are discussed in 13 chapters, and solutions are suggested. Case studies present successful experiences with various problems while brief subsections summarize recommended actions. The first two chapters note that budget problems are worsening and trace the causes to tax revolts, state involvement in education, and the decline of school incomes, enrollments, and public confidence. Topics covered in the remaining chapters include (1) seven steps that help solve budget problems; (2) alternative budgeting methods, such as zero-base, program, or school-based budgeting; (3) participation of other groups in budget development; (4) making budget contents understandable; (5) planning budget cuts; (6) strategies for school finance campaigns; (7) the four basic public relations steps of analysis, planning, communication, and evaluation; (8) tips for working with the news media; (9) responses to six common criticisms of public schools; (10) collective bargaining methods; and (11) lobbying in state legislatures. (RW)

ED 212 117 EC 141 533

Layden, Russell G. Lederer, James B.

REACH Program (A Program for Hard to Reach Deaf Students), 1980-1981. Evaluation Report.

Bergen County Special Services School District, Paramus, N.J.

Pub Date-81

Note-34p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Curriculum Development, Daily Living Skills, Elementary Secondary Education, *Hearing Impairments, Mild Disabilities, Multisensory Learning, Parent Education, *Program Development, *Program Effectiveness, Program Evaluation, Severe Disabilities, Staff Development

The report describes the development and operation of a program to serve two groups of hearing impaired children: students who need a highly structured multisensory curricular approach to the standard curriculum objectives, and students who need a heavy emphasis in life skills and activities for daily living. Monitoring data is presented on project objectives and budgetary information is also included. Excerpts from the third party evaluation report are included which support the need for a two track approach. Further evaluative information is supplied by a discussion of indicators of pupil progress, curriculum development data, staff development data, and parent education data. Among appended information are the plans for staff development, curriculum development, and parent education. (CL)

ED 212 140 FL 012 746

Ortiz, Leroy Chavez, Luisa

The Development of Culturally Relevant Spanish Literacy Materials.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-11p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Bilingual Education, Bilingualism, Bilingual Students, *Cultural Background, Elementary Education, *Material Development, *Mexican Americans, *Native Language Instruction, *Reading Instruction, *Relevance (Education), Sociolinguistics, Spanish, Spanish Speaking, Student Needs

A number of issues related to the production of literacy materials for the Chicano children of New Mexico are discussed. First, a historical survey gives some idea of the way in which instructional materials available for use with Spanish-speaking children have contributed to cultural estrangement and alienation from their own particular home and community culture. Following this, a discussion of sociolinguistic issues indicates what is involved in the preparation of instructional materials designed to move children into bilingualism, bi-literacy, and biculturality. In a final section, the Tierra de Encanto'' reading series is reviewed and indications are given on the way it was particularized to meet the needs of Spanish-speaking children in New Mexico. (Author/AMH)

ED 211 726 CE 030 998

Benson, Charles S. Hoachlander, E. Gareth

Descriptive Study of the Distribution of Federal, State, and Local Funds for Vocational Education. The Project on National Vocational Education Resources. Final Report.

California Univ., Berkeley. School of Education.
Spons Agency-National Inst. of Education (ED), Washington, D.C.

Educational Policy and Organization Program.
Pub Date-Sep 81
Contract-400-78-0039
Note-446p.; For a related document see CE 030 999.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Access to Education, Disabilities, Disadvantaged, Economically Disadvantaged, Educational Finance, Expenditures, *Federal Legislation, Federal Regulation, Females, *Financial Policy, Financial Support, Low Income Groups, Minority Groups, Postsecondary Education, *Program Implementation, *Resource Allocation, School District Spending, Secondary Education, Sex Bias, Sex Fairness, State Action, *State Federal Aid, State Programs, State School District Relationship, State Surveys, *Vocational Education, Womens Education
Identifiers-*Vocational Education Amendments 1976, Vocational Education Study

The 1976 Vocational Education Act set up procedures governing the flow of funds from the federal government to the states and from the states to the localities; and it establishes priorities for distribution of funds. The Act also demands that money be spent only on the programs or activites mentioned in the Act and that certain minimum proportions of federal grants are to be spent in providing training for the handicapped, the disadvantaged, and those with limited knowledge of English. This study was conducted to determine how well these mandates are being met. Data were collected from the Vocational Education Data System (VEDS) and from various state, local, and federal government reports. Findings included the following: (1) The formula specified by the Act for distributing VEA funds to the states does not target funds effectively; it directs more funds to southern and western states with relatively low rates of unemployment. (2) There is no systematic relationship between the distribution of funds within states and factors specified by Congress for determining the distribution of funds. (3) Even when states satisfied the instructions to concentrate resources in school districts with particular characteristics, the degree to which they met these requirements varied greatly. (4) Funding for targeted populations rarely exceeded mandated minimum levels and sometimes did not meet minimums. In general, it was found that federal vocational education law is ambiguous and ineffectively administered; has ineffective matching requirements; requires excessive data collection and reporting; and is inadequately coordinated with other federal education policies. (KC)

ED 211 929 CS 006 430

Twining, James E.

Implications of Schema Theory for the Guided Reading of Short Stories.

Pub Date-Nov 81

Note-29p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Advance Organizers, *Classroom Techniques, Content Area Reading, *Critical Reading, *Directed Reading Activity, English Instruction, Higher Education, Literary Criticism, *Literature Appreciation, *Prior Learning, Short Stories, Two Year Colleges

Identifiers-*Schemata

Adapting the implications of schema theory to the practical endeavors of the community college literature classroom can be readily accomplished within the framework of guided reading activities that prepare students for critical reading and analysis of short stories. Guided readings focus on what prior knowledge/experience and what aspects of story structure might be useful to students in creating some identification with a story and some sense of its organization. The guided reading activity (usually a list of questions and suggestions in outline form) directs the reader to note certain aspects of the story, hints at certain important relationships, calls for associations between story content and the reader's knowledge/experience (schemata), asks questions to stimulate further thought and active involvement with the story, and requires that conclusions be drawn and applications made to the real world.'' (Examples of guided reading activity outlines are appended for Katherine Mansfield's The Garden Party,'' Shirley Jackson's The Lottery,'' and Dorothy Parker's Big Blonde.'') (BL)

ED 211 971 CS 206 683

Weiser, Irwin

Interpreting Diagnostic Essays: Basic Writer or Composition Student?

Pub Date-Mar 81

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Content, Diagnostic Tests, Essay Tests, Higher Education, *Remedial Instruction, *Student Needs, *Student Placement, Testing Problems, *Test Interpretation, *Writing Evaluation, *Writing Instruction, Writing Skills

In most colleges and universities, the task of assigning students to basic or remedial writing courses is handled the same way students are tested during a summer orientation program by a combination objective and essay examination or during the first few days of the term by a composition instructor. Whereas the intentions of the testing are good, the way these tests are interpreted sometimes results in placing students who do not have basic writing problems in basic writing classes. Perhaps the clearest way to identify basic writing students and their errors is to begin by examining the kinds of writing problems and skills that introductory composition teachers should accept as theirs to confront, such as compositional weaknesses, syntax and diction problems, or spelling errors. The students who can be helped by the basic writing class are those who cannot conform to the grammatical and mechanical conventions of standard English, who do not recognize sentence boundaries, or whose vocabulary is so limited and whose vocabulary skills are so weak that they cannot communicate an idea. Educators responsible for writing programs should both examine the differences in ability between the strongest and the weakest beginning writing students at their own institutions and use these differences to determine the criteria that indicate what is taught in a basic writing course and what is taught in composition classes. (HOD)

ED 211 992 CS 206 713

Jensen, Marvin D.

Fantasy and Science Fiction: Means of Anticipating Human Relationships of the Future.

Pub Date-Nov 81

Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), Family Relationship, *Fantasy, *Humanism, Interpersonal Relationship, Literary Criticism, *Science Fiction, *Teaching Methods, *Thematic Approach

Science fiction offers many perspectives on human communication, including (1) a recurring theme about intrapersonal communication, (2) a nontraditional perspective on family'' communication, and (3) a philosophy of communication that can be drawn from some fantasy literature. Although numerous science fiction stories describe alien creatures who threaten humans, another recurring theme suggests that the alien creatures more often exist within us and attack us in the form of ignorance, suspicion, and despair. Our ability to respond suggests reserves of human endurance and a means of sustaining personal freedom. Those who forfeit the freedom to respond are victims of an alien within, but more precisely a victim of self-alienation. Despite changing social and physical forms, science fiction depicts a humanness that will prevail. The endurance of essential humanness is also indicated by the theme that betrayal is the worst act that one person can commit against another as well as by the suggestion that the highest human act will always be self-sacrifice. Science fiction also affirms the most profound human responsibilities and aspirations, in spite of changing roles and categories. Most communication models assume a separation of source and destination that is imperfectly bridged by communication. Science fiction and fantasy, on the other hand, view that separation as an illusion and communication as a process of recognizing and reaffirming oneness. Thus, fantasy literature offers visions that enable readers to understand themselves better, to welcome new ways of kinship, and to perceive a larger unity. (HOD)

Saily, Mary

Free the Teacher. Laboratory Helps Educators Break the Bonds That Restrict Their Teaching Time.

Council for Educational Development and Research, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-7p.
Journal Cit-Educational R & D Report, v4 n3 p8-12 Fall 1981
Pub Type- Reports - Descriptive (141) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Classroom Techniques, Educational Strategies, Elementary Secondary Education, Inservice Teacher Education, *Instructional Improvement, Regional Laboratories, Research and Development Centers, Research Utilization, *Teacher Effectiveness, *Teacher Workshops, Testing, *Time on Task
Identifiers-*Mid Continent Regional Educational Laboratory MO

A number of research studies have shown that the factors important to academic achievement are time allocated to instruction, the amount of time students actively engage in learning, and the degree of success they experience while learning. To put this into practice, personnel with the Mid-continent Regional Educational Laboratory (McREL) have pulled together findings from a variety of studies and developed a workshop series to present the findings to local educators. The topics covered depend on the requirements of the schools involved. For example, one way to improve learning is to help teachers develop effective strategies for operating their classrooms during the first few days of school. The workshops begin by having teachers and administrators calculate the amount of time they devote to instructional activities during the typical school day, their students' engagement rates, and their success rates. Then they decide what areas to target for improvement. The McREL workshop series offers teachers and administrators a research-based foundation on which to build a total school improvement effort. It provides tools for assessing current practices as well as strategies for improving building and classroom management and student testing procedures. (Author/MLF)

ED 212 095   EC 141 168

McAndrew, I.

A Study of School Leavers with a Physical Disability.

Yooralla Society of Victoria (Australia). Dept. of Research and Development.

Pub Date-79

Note-119p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Employment, Followup Studies, Foreign Countries, *Leisure Time, Mainstreaming, *Physical Disabilities, *Special Schools, Vocational Adjustment, *Vocational Followup, Young Adults

Identifiers-Australia

The retrospective study evaluated the postschool adjustment and status of 172 Australian young adults (ages 18 to 28 years), all with some disability of motor function including cerebral palsy, polio, and results of accidents. Structured interviews with the Ss and their parents were used to obtain information on problems imposed by the disability, school last attended, postsecondary education, employment and expectations about employment, alternative occupations, and leisure time activities. Results included the following: Ss who had been to schools for the physically handicapped tended to be more disabled, to leave school earlier, to lack social skills and independent living skills, and to have lower aspirations for employment. Of the 20% who undertook postsecondary training, most were minimally or mildly disabled and had attended regular schools. Of the entire group, 75% had been in the work force of which half were in competitive and half in sheltered employment. Unemployment had been experienced by 37% of the Ss. Most Ss claimed that they had sufficient activities to fill their leisure time. Almost equal numbers attended clubs primarily for the disabled and clubs not specifically for the disabled. (DB)

ED 212 180 HE 014 489

Kida, Hiroshi

Japanese Universities and the World Their Features and Tasks.

National Inst. for Educational Research, Tokyo (Japan).

Report No.-NIER-OP-1-81

Pub Date-May 81

Note-13p.

Available from-National Institute for Educational Research, 6-5-22 Shimomeguro, Meguro-ku, Tokyo 153, Japan.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Role, *Comparative Education, *Foreign Countries, Foreign Students, Geographic Distribution, Graduate Study, Higher Education, *Institutional Characteristics, Intercollegiate Cooperation, International Educational Exchange, Majors (Students), *Private Colleges, *Research Opportunities, Research Skills, Undergraduate Study

Identifiers-*Japan

Characteristics of the Japanese university and future issues, including the university's research role, are considered. More than 75 percent of university students and 91 percent of junior college students in Japan attend private institutions. Japanese universities are scattered unevenly geographically, and often they offer only certain fields of study. Many are in large urbanized areas and the majority of their students major in humanities and social sciences. In 1979 the number of graduate students was only three percent of the total college student population. Plans for independent graduate schools are being considered, especially in the field of science and technology, and the measures suggest that the degree system would be changed from certifying scholastic achievements to identifying research ability. The fact that Japanese universities are meant only for the Japanese is evidenced by the small number of foreign students (about 6,000) and foreign professors (940). It is suggested that there is a need for internationalization of the universities in Japan, which traditionally has been influenced by the hereditary system of society that emphasizes the common background of students and teachers. In Japan, half of the university budget is to be allotted to research. It is suggested that increased cooperation in research be undertaken. References are made to the higher education systems in other countries. (SW)

ED 211 673 CE 030 840

McCarthy, Maureen E. And Others
Work Sharing Case Studies.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Report No.-ISBN-0-911558-66-8
Pub Date-81
Contract-DOL-21-11-79-17
Note-277p.
Available from-W.E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, MI 49007.
Pub Type- Reports - Descriptive (141) - Books (010)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Case Studies, Compensation (Remuneration), Definitions, *Employment Practices, Flexible Working Hours, Job Layoff, *Labor Utilization, Leaves of Absence, Part Time Employment, *Personnel Policy, Program Administration, Program Development, *Reduction in Force, Retirement, Wages, *Working Hours, *Work Life Expectancy
Identifiers-Early Retirement, Holidays, *Job Sharing, Private Sector, Public Sector

Designed to provide private sector employers with the practical information necessary to select and then to design and implement work sharing arrangements this book presents case studies of some 36 work sharing programs. Topics covered in the case studies include the circumstances leading to adoption of the program, details of compensation and administrative arrangements, and perceived and measured advantages and disadvantages of given programs. Following a discussion of such measures for temporarily reducing work hours as shortened workweeks, rotation layoff, and short-time compensation, seven case studies of various temporary work hour reduction programs are set forth. Examined next are 15 programs involving such practices to facilitate permanent reduction of work hours as shorter workweeks, part time, and extended holidays and vacations. In an analysis of flexible worklife options, case studies are presented of 15 programs utilizing voluntary time-income trade-offs, leaves, and phased retirement. (MN)

ED 211 690 CE 030 921

Treacy, Thomas D., Ed.

Career Education Resource Guide. Volume II: 7-9.

Philadelphia School District, Pa.; Villanova Univ., Pa. Dept. of Education.

Spons Agency-Department of Education, Washington, D.C. Teacher Corps.

Pub Date-81

Grant-G007900467

Note-337p.; For related documents see CE 030 920-922.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Art, Behavioral Objectives, *Career Awareness, Career Counseling, *Career Education, Competence, *Decision Making, Employment Potential, English, Fused Curriculum, Home Economics, Instructional Materials, Job Skills, Junior High Schools, Language Arts, Learning Activities, Mathematics, Physical Education, Power Technology, Reading, Resources, Sciences, *Self Concept, Social Studies, Teacher Developed Materials, *Work Attitudes

Identifiers-*Consumer Skills, Economic Awareness, *Educational Awareness

This second of a three-volume career education resource guide consists of 146 teacher-developed and -tested learning activities for use in grades 7-9. Included in the volume are activities that can be incorporated into existing curricula in the following subject areas: art, English, counseling, home economics, language arts, math, physical education, power technology, reading, sciences, and social studies. The activities are presented in a consistent format, including the activity subject area, grade level, and title; behavioral objectives; steps for completing the activity; and resources pertinent to the activity. Designed to be fused into existing classroom curricula, the activities address such career themes as self-awareness, career awareness, educational awareness, economic awareness, decision making, beginning competency, employability skills, and appreciation and attitudes. Among the types of activities provided are art projects; worksheets; discussions; and small group projects involving student development of problems, role playing, simulation, panel discussions, and newspaper writing exercises. (Other volumes of the guide, containing similar materials for use in grades K-6 and 10-12, are available separately see note.) (MN)

ED 211 709   CE 030 960

Kuhl, D. Trethewey C.

Evaluation of the Pilot Certificate in Farm Practice Course.

South Australian Dept. of Further Education, Adelaide. Research Clearinghouse.

Report No.-ISBN-0-7243-9158-4; TAFE-SA-1-06

Pub Date-Sep 81

Note-191p.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Agricultural Education, *Educational Certificates, Foreign Countries, Formative Evaluation, *Pilot Projects, Pretests Posttests, *Program Effectiveness, Program Evaluation, Questionnaires, Student Attitudes, *Supervised Farm Practice, Vocational Education, *Work Experience Programs

Identifiers-*Australia (South Australia)

A Farm Practice Certificate course piloted in the Eyre Peninsula, South Australia, during 1979-80 was evaluated during its development and implementation. Three areas were examined: trainee and master farmer characteristics, effectiveness of off-property education and training activities and the theory modules, and the effectiveness of on-property practical skills training activities. Preliminary surveys identified education and training needs in the region through two questionnaires. Twenty-eight persons applied to enter the pilot course; 27 farms and master farmers were involved. The teaching program was evaluated by continuous assessment of course content by course coordinator and lecturers, pre- and post-testing of each ``block'' release (on-farm portion of training), trainee reaction for each block release, project and assignment assessments, examination of information contained in practical skills instruction and log-book, and feedback from master farmers. The Farm Practice Training Scheme was found to be highly successful in meeting needs of the farming community. Master farmers and trainees rated it highly as a useful course. (Twenty-eight recommendations to improve content and presentation are made throughout the report; they are also listed in introductory materials. Appendixes, amounting to over one-half of the report, include evaluation instruments and test scores.) (YLB)

ED 211 760 CE 031 044

Rassen, Rachel L.

Getting Down to Business: Specialty Food Store, Module 8. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Apr 81
Contract-300-79-0535
Note-95p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100Y1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, *Food Service, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education
Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a specialty food store is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are: planning your business (products, customers, and competition; personal qualities and skills; competition; legal requirements); choosing a location (how to decide where to locate; business location; renting and leasing a store site); getting money to start (preparing a business plan; financing; business loans; statement of financial need); being in charge (building an effective staff; selecting job applicants; keeping customers and staff happy; employee benefits); setting prices (turnover; pricing; things that make prices go down and up); advertising and selling (why advertise; ways to advertise; qualities of a good ad); keeping financial records (cash sales; credit sales; credit cards; daily cash sheet); buying and keeping track of supplies (inventory selection; supplier terms; store-supplier relations; inventory control); and keeping your business successful (keeping track of profits; profit/loss statements; profit/loss ratios; improving profits; expanding). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 795 CE 031 079

Kingi, Marcella

Getting Down to Business: Sewing Service, Module 25. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-28p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100EE2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, *Needle Trades, Recordkeeping, Salesmanship, Secondary Education, *Service Occupations, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This module is the twenty-fifth in a set of 36 teacher guides to the Entrepreneurial Training Modules and accompanies CE 031 078. The purpose of the module is to give students some idea of what it is like to own and operate a sewing service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Sewing Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 830 CE 031 168

C.U.B.E. Math. Goal II.
Monroe County Community Schools Corp., Bloomington, Ind.; Vincennes Univ., Ind.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.: Office of Education (DHEW), Washington, D.C.
Pub Date- 81
Note-467p.; For related documents see CE 030 751; CE 031 167, and CE 031 170-173.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Adult Basic Education, *Adult Programs, *Algebra, *Arithmetic, Behavioral Objectives, Decimal Fractions, Fractions, *Geometry, Graphs, Individualized Instruction, Instructional Materials, Learning Activities, Mathematical Formulas, *Mathematics Education, *Measurement, Percentage, Problem Sets
Identifiers-*CUBE System, *Mathematics Skills

Intended for use as a part of the adult basic education teaching/learning management system called CUBE (Continuity and Unity in Basic Education), these instructional materials consist of a math placement inventory, guide sheets, mastery tests, and eight sections of learning activities covering areas of basic mathematics. Topics addressed in the individual sections are fractions, decimals/percents, measurements, graphs, the rectangle and perimeters, formulas, algebra, and geometry. Designed to be used in individualized instruction programs, each section contains a variety of explanatory material as well as arithmetic, fill-in-the-blank, and word problems. Keys are provided for all exercises and tests. (A project report describing the development of these materials and manuals are available separately see note.) (MN)

ED 211 848　　　　　　　　　　　CE 031 263

Trends in Business Education. Spring 1981.

California State Dept. of Education, Sacramento.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-81
Note-51p.
Available from-California State Dept. of Education, 21 Capitol Mall, State Education Bldg., Sacramento, CA 95814.
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accounting, Bilingual Education, *Business Education, Business Education Teachers, Computer Assisted Instruction, Computer Oriented Programs, Cooperative Education, Cooperative Programs, *Disabilities, Disadvantaged, *Distributive Education, *Educational Change, *Educational Innovation, Fashion Industry, Futures (of Society), Individualized Instruction, Inplant Programs, Instructional Innovation, Legal Assistants, Office Occupations Education, Postsecondary Education, Program Development, Real Estate, School Business Relationship, School Holding Power, Secondary Education, Secretaries, Student Recruitment, Teacher Education, Two Year Colleges, Word Processing
Identifiers-*California, Entrepreneurship, Small Business Management

Written by California teachers and administrators involved in distributive and office education at the secondary and community college levels, these 24 articles present information on new methods of instruction and uses of technology occurring in the business world and in education. Topics covered include Centers for Business Teacher Education, new supplements to the California Business Education Guide, industry and education cooperation, educational challenges of the 1980s, business education in the 1980s and the role of the California Business Education Association (CBEA), a systematic approach to business education program planning, an integrated approach to word processing training, computer use in accounting programs, implementing computer-assisted instruction for disadvantaged business education students, teaching disadvantaged students, cooperative distributive occupations programs, the community classroom concept, California business education and the youth initiative, Comprehensive Employment and Training Act secretarial program, instructional program for bilingual executive secretaries, individualized instruction in typewriting for handicapped students, CBEA Award of Excellence, student recruitment and retention, career opportunities for paralegals, California Association of Distributive Educators, fashion merchandising program for handicapped students, class in small business management, real estate programs, and entrepreneurship programs. (Insets contain information reflecting trends from various news sources.) (YLB)

ED 211 866 CG 015 658

Madden, Margaret E. Carli, Linda

Students' Satisfaction With Graduate School and Attributions of Control and Responsibility.

Pub Date-Apr 81
Note-17p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, Graduate School Faculty, *Graduate Students, Graduate Study, Higher Education, *Individual Power, Locus of Control, Social Psychology, *Student Attitudes, Student College Relationship, *Student Teacher Relationship
Identifiers-*Blame, *Satisfaction

The faculty of graduate programs are often concerned with factors associated with students' successful completion of graduate school. Causal attributions are one type of perception relevant to satisfaction with graduate school, and attribution theory suggests other variables that may affect graduate student satisfaction. The relationships among perceived personal control, blame of others, and satisfaction were explored for a sample of 57 students from 23 social psychology graduate programs. Subject responses to a questionnaire revealed that satisfaction with graduate school was positively correlated with perceived personal control. Satisfaction and control were positively associated with faculty respect for students and negatively associated with students' blame of faculty for problems. The results suggest specific program factors which appear to influence students' satisfaction with graduate school, including that the amount of structure in the graduate program is negatively correlated with satisfaction. Additionally, the students' perceptions of how faculty evaluate them and the frequency of their interaction with other students and faculty are positively correlated with both control and satisfaction and negatively correlated with blame of the faculty. (Author/NRB)

ED 212 055 EA 014 328

Lewis, Anne C.

Evaluating Educational Personnel.

American Association of School Administrators, Arlington, Va.

Pub Date-82
Note-84p.
Available from-American Association of School Administrators, 1801 N. Moore St., Arlington, VA 22209 (Stock No. 021-00853; $10.95; quantity discounts).
Pub Type- Guides - Non-Classroom (055) - Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrator Evaluation, Educational Improvement, Elementary Secondary Education, *Evaluation Methods, Evaluators, Instructional Improvement, National Surveys, *Personnel Evaluation, *Personnel Policy, School Districts, Student Evaluation of Teacher Performance, Teacher Effectiveness, *Teacher Evaluation

Evaluation of educational personnel presents problems to both the evaluators and those evaluated, maintains this publication. In spite of these problems, respondents from more than 400 school systems replying to a survey indicated that their systems had evaluation procedures. The author suggests that the true challenge to school administrators is to successfully use personnel evaluation to improve teaching. This publication, by sharing survey information and resources from hundreds of school districts, provides an update on the state of the art. Chapters contain checklists, outlines, and evaluation instruments from responding administrators, as well as their points of concern and solutions to specific problems. Topics covered in the seven chapters include an overview of the research on teaching, a discussion of what to evaluate and how to decide on the best approach, and ways for the evaluator to improve effectiveness. The chapter on using evaluation results fairly discusses school board and teacher involvement, and legal protection that exists for teachers. Chapter 6 concerns state legislation that defines what the evaluation process should cover and discusses the issues of testing teachers and students to define competency. The final chapter concerns evaluating the evaluator and contains guides from several school districts for evaluating the principal. (Author/MLF)

ED 212 160 FL 012 766

Martinez, Steven S. And Others

Factorial and Naturalistic Observational Procedures in an Evaluation of Preschool Bilingual Curriculum Models.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-14p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Biculturalism, Bilingual Education, Bilingualism, *Curriculum Evaluation, *Evaluation Methods, Interviews, Preschool Education, *Program Evaluation

Identifiers-*Bilingual Programs, *Project Head Start

A methodological approach to evaluation is presented. This model attempts to integrate quantitative and qualitative procedures in evaluating the effects of bilingual/bicultural Head Start programs on young children. The evaluation was intended to provide information on the following: (1) the extent to which the curriculum models, once implemented, were meeting their objectives; (2) the feasibility of successfully implementing the models in question in more than one setting; and (3) the extent to which the models were greeted favorably by Head Start staff, parents, and lay community members. The evaluation model included parent and teacher interviews, data on parental background characteristics, child impact testing, and naturalistic observations. The data were gathered in narrative accounts, logs and inventories that were maintained over the course of the Head Start Year. It is argued that by linking observations and psychometric instruments to a particular set of phenomena, increased reliability can be achieved by allowing an in-depth examination of both process and outcome variables. (AMH)

McGinty, Robert L.

A Discriminant Analysis of the Relationship between Selected Intellective and Nonintellective Variables and the Completion of College Majors at Western State College of Colorado in the General Fields of Business and Nonbusiness.

Pub Date- 81
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aptitude, Academic Aspiration, *Academic Persistence, *Business Administration Education, Decision Making, Higher Education, Institutional Research, *Majors (Students), Predictive Measurement, *Predictor Variables, *Sex Differences, State Colleges, Student Characteristics, Student Interests
Identifiers-*Western State College of Colorado

The use of certain variables in predicting the probability of persistence to graduation for students majoring in business or nonbusiness was examined at Western State College of Colorado. The study sample consisted of 131 students from the 1977-78 graduating class, of whom 52 were nonbusiness majors and 79 were business majors. Predictions of major field of study also were run separately for the 46 men and the 33 women in business. The 16 predictor variables, taken from the American College Testing Program Assessment student profile reports, included aptitude scores, choice of major, and interest inventory scores. It was found that differences between groups were not entirely accounted for by discriminant function equations and the study variables. It appears that there is an extraneous variable that causes or encourages men to major in business while preventing (borderline) women from majoring in business. Of the six nonbusiness students who were predicted as most closely resembling the business groups, but who completed nonbusiness majors, all were women. Of the 14 business students who were predicted as most closely resembling the nonbusiness group, but who completed business majors, 12 were men. The findings generally indicate that intellective and nonintellective sets of measures are useful in predicting majors at the time of graduation. Prediction is better for men and women in nonbusiness than it is for those in business. There is a need to know more about characteristics of persons who attend college and about the impacts different kinds of college environments have on different categories of students. (SW)

ED 212 118 EC 141 534

Barth, James L. Shermis, S. Samuel

Teaching Social Studies to the Gifted and Talented.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.; Purdue Univ., Lafayette, Ind.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, D.C.
Pub Date-Oct 81
Note-74p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cognitive Development, Curriculum, Elementary Secondary Education, Emotional Development, *Gifted, *Learning Activities, *Social Studies

Designed to supplement Indiana's curriculum guidelines for social studies instruction of gifted students, the manual provides introductory information on gifted and talented students and presents activity suggestions for Grades K through 3, 4 through 6, 7 through 8, and 9 through 12. At each grade level, the themes, topics, attitudes, and skills suggested in the accompanying document are briefly reviewed. Then activities designed to develop the cognitive and emotional capabilities are described. Activity entries include information on time duration, materials, and activity sequences. A brief narrative addresses the value of the activities for gifted students. Sources of creative social studies material are noted. (CL)

ED 211 743 CE 031 027

Kaplan, Carol B. McFarlane, Carolyn

Development of Entrepreneurship Training Components for Vocational Education. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Report No.-AIR-81800-11/81-FR
Pub Date-30 Nov 81
Contract-300-79-0535
Note-45p.; For related documents see CE 031 026-101 and CE 031 324.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Business Education, Business Skills, Delivery Systems, Field Tests, Job Skills, Learning Activities, *Learning Modules, *Material Development, Program Content, *Program Design, Program Evaluation, Program Implementation, Research Methodology, Secondary Education, Skill Development, Vocational Education, Workshops
Identifiers-*Entrepreneurship, *Small Businesses

A project was conducted to develop, field test, and disseminate a series of 36 entrepreneurship modules for use with secondary vocational students. Seventy-eight occupations were evaluated as potential areas for module development. After a review by the United States Department of Education, a final set of 35 businesses was identified. Based on a literature review, staff compiled a list of basic skills considered important for small business owners to possess. Also surveyed were various formats and types of learning activities. Module content was limited to Start-up skills'' and skills that are critical to small business success. The modules were written, edited, and field-tested. A resource guide and a handbook on module utilization were also developed.

Field test sites were selected and evaluation instruments were developed. A test with 30 multiple-choice items was constructed and administered as a pretest and a posttest to both treatment and control groups. An end-of-module questionnaire also elicited suggestions from teachers on how modules could be revised and ways in which they could be taught. Pre- and posttests were then scored and analyzed. Dissemination workshops were held and project staff delivered papers at meetings and conventions. (CT)

Shapiro, Norma
Getting Down to Business: Answering Service, Module 17. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-89p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100J1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Service Occupations
Identifiers-*Answering Services, *Entrepreneurship, Small Businesses

This module on owning and operating an answering service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (different types of services and their clients; competition; legal requirements); choosing a location (elements to consider); getting money to start (business description; starting money; cost of equipment and an office); being in charge (hiring staff; job description; application form; training staff); organizing the work (signing up clients; the basic message; the special request; old messages); setting prices (how to determine price; what will people pay); advertising and selling (advertising methods; advertising costs); keeping financial records (how to bill; how to keep records); and keeping your business successful (profit/loss statement; how to raise profits; computers). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 813 CE 031 097

Gall, Joyce P.

Getting Down to Business: Carpentry Business, Module 34. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-32p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100LL2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, *Carpentry, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the thirty-fourth in a set of 36 teacher guides to the Entrepreneur Training modules and accompanies CE 031 096. The purpose of the module is to give students some idea of what it is like to own and operate a carpentry business. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Carpentry Business; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 908 CG 015 701

Samuel, William McNall, Sidne J.

Aspirations, Attributions, and Locus of Control.

Pub Date-Aug 81

Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aspiration, *Attribution Theory, Expectation, Experience, Failure, Feedback, Individual Power, *Locus of Control, *Motivation, Performance Factors, *Personality Development, *Self Evaluation (Individuals), Success

Self-evaluation is thought to play a major role in personality and motivation. Preliminary experience with success or failure, levels of aspiration, attributions for performance, and locus of control may all be interrelated factors in human motivation. After receiving success, failure, or no feedback on a concept formation task, subjects (N 90) were asked what level of performance they anticipated on a subsequent test and the extent to which they attributed their previous performance to ability, effort, luck, or task difficulty. All subjects also completed Rotter's scale for belief in internal/external control of reinforcement. Subjects in the successful group had a higher level of aspiration than those given no feedback; both groups predicted higher scores than did subjects who experienced preliminary failure. Individuals who succeeded tended to attribute their performance to ability and effort, whereas those who failed tended to choose luck and task difficulty. Individuals who were given no feedback on the task generally followed their internal or external personality dispositions in making task attributions. The findings suggest that, when working on a novel task, individuals tend to use their present performance to determine their level of aspiration. (Author/NRB)

ED 211 930 CS 006 433

Brittain, Mary M.

Teacher Awareness of Cognitive Complexities in Social Studies Materials.

Pub Date-Oct 81

Note-12p.; Paper presented at the Annual Meeting of the College Reading Association (Louisville, KY, October 29-31, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Content Area Reading, *Difficulty Level, Elementary School Teachers, Grade 6, Intermediate Grades, *Perception, Readability, Reading Comprehension, *Reading Research, *Social Studies, Teaching Experience, Teaching Skills, *Textbook Evaluation, Undergraduate Students, Vocabulary

An 11 page chapter from a sixth grade social studies text was used in a study assessing the complexities of comprehending social studies materials and the sensitivity of prospective and experienced teachers to these complexities. A sentence-by-sentence analysis of the thinking operations required for mastery of the material showed that numerous cognitive operations were required, including literal recognition of stated facts, detection of cause and effect, recognition of relationships between main ideas and details, recognition of statements of opinion, and resistance to emotional appeals. The readability of six samples from the selection, based on the Dale-Chall formula, varied from grades 6.2 to 11, with an average at grade 8. Nineteen undergraduate and 21 graduate students serving as prospective and experienced teachers, respectively, completed a cloze exercise assessing their comprehension of the chapter. The cloze scores ranged from 39% to 70% for the prospective teachers and from 44% to 75% for the experienced teachers. The graduate students showed a clearer understanding of the learning task by being more selective in their labeling of both difficult vocabulary and crucial vocabulary. When constructing questions to measure pupils' comprehension of the material, both groups tended to ask more questions at the literal level. The graduates, however, depended less on detail-type questions and maintained a balance of question types that included comparisons, cause and effect relationships, and making inferences. (RL)

ED 211 951 CS 006 459

Coley, Joan D.

Non-Stop Reading for Teenagers: What We Have Learned and Where We Go From Here.

Pub Date-Oct 81
Note-9p.; Paper presented at the Annual Meeting of the College Reading Association (Louisville, KY, October 29-31, 1981).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Change, Elementary Secondary Education, Junior High School Students, Nontraditional Education, *Paperback Books, *Program Effectiveness, Program Evaluation, *Reading Attitudes, Reading Comprehension, Reading Habits, Reading Interests, *Reading Programs, Student Attitudes, *Student Motivation, *Sustained Silent Reading
Identifiers-*Project READ

The Reading Enrichment/Achievement Demonstration Project (READ) has provided continuing studies, since 1976, of sustained silent reading programs that use paperback books. The 1980-81 Project READ involved 1,100 young people in the juvenile justice system who attended 25 alternative schools and community-based programs. The public school portion of the project involved four junior high schools from the Washington, D.C., public school system. Several basic premises of the project's motivational reading programs were confirmed by data obtained from (1) pretest and posttest results on the Gates-MacGintie Reading Survey, (2) a semantic differential scale designed to assess student and teacher attitudes toward both paperback books and reading, (3) interviews with public school students, and (4) written questionnaires. The reading program did encourage students to develop comprehension skills and strategies necessary for independent reading, highly motivating paperback books did provide the broad selection of reading material needed to meet highly diversified student interests, and a motivational reading program did change participants' attitudes toward reading and paperback books as well as their reading habits and behaviors. (HOD)

ED 211 972 CS 206 686

Peitzman, Faye

The Composing Processes of Three College Freshmen: Focus on Revision.

Pub Date-Mar 81
Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Case Studies, *Cognitive Processes, *College Freshmen, Higher Education, *Student Attitudes, Writing Instruction, *Writing Processes, *Writing Research
Identifiers-*Revision (Written Composition)

As part of a larger research study, three freshman writers were observed in order to determine when they rewrote compositions, when they rethought major concepts and designs, and when they reviewed stylistic options and made purposive as opposed to uninformed changes in their writing. Their tape recorded comments were guided by questions on (1) how the writer decided on a topic, (2) whether it was the first one considered, (3) whether the writer spent a great deal of time thinking before writing, (4) if the writer took preliminary notes or spoke with anyone, (5) whether the writer wrote the paper straight through, (6) how the peer group reacted, (7) the writer's reaction to the teacher's comments, (8) whether the writer was satisfied with the piece or if he or she wanted to revise it further, and (9) whether the writer's original intention changed from beginning to end. Students were asked to tape record their feelings before beginning to write, during break times and after completing drafts, after peer group interchanges, before and after the second draft, before and after teacher comments, and at the completion of the writing task. The recorded comments illustrated the recursive shaping and revising, motivations for revisions, and the discovery of intentions in the writing process. (HOD)

ED 212 014 CS 503 735

McGary, Lois J. Parks, Arlie Muller

Communication Anxiety, Self-Image, and Locus of Control.

Pub Date-Feb 82
Note-20p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 20-24, 1982)'
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS **Price - MF01/PC01 Plus Postage.**
Descriptors-*Anxiety, Attitude Change, College Students, *Communication Research, *Communication Skills, *Course Evaluation, Higher Education, *Locus of Control, *Self Concept, Speech Communication, Speech Instruction, Student Attitudes
Identifiers-*Communication Apprehension

A study was conducted (1) to determine the effectiveness of a specially designed one-semester basic speech course on the self-image of college students experiencing extreme communication anxiety, and (2) to discover whether a difference existed between the self-image of students who had an external locus of control and those with an internal locus of control. Subjects, 31 students enrolled in the course, completed measures of locus of control and self-image both at the beginning and at the conclusion of the course. Results showed that the course did help students improve their self-image. (FL)

ED 212 035 EA 014 248

Hopes, Clive, Ed.

European Forum on Educational Administration. Report on the Intervisitation Programme in the Federal Republic of Germany, 1980. (Mainz, West Germany, August 24-31, 1980.)

Germany Inst. for International Educational Research, Frankfurt am Main (West Germany).
Pub Date-Jun 81
Note-167p.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Administrative Organization, *Administrator Education, Administrator Role, *Educational Administration, Elementary Secondary Education, Foreign Countries, Inservice Teacher Education, *International Programs, Leadership Training, Management Development, *Needs Assessment, Professional Development, School Organization, Teacher Education, *Workshops
Identifiers-*West Germany (Hesse), West Germany (Rhineland Palatinate)

A number of educators formed a network and established the European Forum on Educational Administration. The Forum's program described in this publication had a duration of one week consisting of a day of intensive orientation to the Federal Republic of Germany's education system, two and a half days of visits to educational institutions in the states of Hesse and Rhineland-Palatinate, and two full days at a workshop meeting. The two states visited were chosen to demonstrate to the participants contrasting approaches to education taken by state governments composed of different political parties. The workshop was held on the theme, The Professional Development of School Administrators in Europe.'' The aims of the workshop were to encourage informal encounters, to arrange informal planned or spontaneous exchanges of experiences, and to work through a set of specific tasks. Time was allowed for interest groups to meet in the afternoons. The appendices contain the results of the workshop, observations and reactions, and the themes of the interest groups as determined by the participants. The official languages during the week were English, French, and German. (Author/MLF)

ED 212 096 EC 141 169

Poole, Carol

Serving the Handicapped and Special Needs Student through Intermediate Units.

Pub Date-Apr 81

Note-8p.; Paper presented at the Convention of the National School Boards Association (Dallas, TX, April 11-14, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Delivery Systems, *Disabilities, Elementary Secondary Education, *Intermediate Administrative Units, *School Districts, Special Education

Identifiers-New Jersey

The paper examines the role of intermediate units in the provision of special education services to handicapped children with emphasis on formal and informal intermediate unit arrangements in New Jersey. Stressed for program effectiveness is the importance of positive attitudes of staff, practicality of programs, community and parent acceptance. Advantages (such as enabling local districts to have supplemental and supportive services) and disadvantages (such as high start up and operational costs) are listed. An informal arrangement in which nine participating New Jersey school districts cooperate to provide handicapped students with several placement options is described. Also explained is a more formal special services school district serving low incidence handicapped children. (DB)

ED 212 141 FL 012 747

Penfield, Joyce A. Ornstein-Galicia, Jacob

Language through Science: An Integrative Model.

Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-14p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.
Available from-Not available separately. See FL 012 738.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Bilingual Education, *Communicative Competence (Languages), *Discovery Learning, Elementary Education, Elementary School Science, *English (Second Language), *Inquiry, *Interdisciplinary Approach, Material Development, Models, *Science Instruction, Spanish Speaking

Two main factors are involved in bilingual-bicultural education as far as science education is concerned. First, there is the interplay between language and concept formation, and secondly, there is a need for culturally familiar examples in science materials for bilingual students. In line with these factors, this paper suggests that an inquiry approach to science instruction, with the proper hands-on activities, could improve the bilingual-bicultural program by focusing more on cognitive operations and problem solving, improving language skills in both languages, and providing better opportunities for bilinguals to participate in advanced science studies. Three existing models for integrating science and language are reviewed and an integrative model is proposed and described. The model is based on principles elaborated by educational leaders and thinkers, particularly Montessori and Piaget. It integrates English as a second language and Spanish as a second language classes. As an example of the adaptation needed for bilingual classes, an outline is given of the adaptation of an existing module approach for English-speaking elementary school children developed by the American Association for the Advancement of Science. (AMH)

Yager, Geoffrey G. And Others
Tips for the Inexperienced Counselor: How to Maximize Your Time in Supervision.
Pub Date-Oct 81
Note-9p.; Paper presented at the Annual Conference of the North Central Association for Counselor Education and Supervision, Milwaukee, WI, October 16-18, 1981).
Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Counselor Characteristics, Counselor Educators, *Counselors, *Counselor Training, Higher Education, *Interpersonal Relationship, Models, *Practicum Supervision, Student Development, Student Educational Objectives, *Supervisory Methods, *Training Methods

This paper, directed to beginning counselors who have not experienced counseling supervision, discusses the general purpose of supervision and the relationship between the supervisor and trainee. Five supervision models are described: (1) direct teaching; (2) therapeutic; (3) interpersonal process recall; (4) self-supervision; and (5) consultative. Suggestions are offered on ways the counselor trainee can obtain the most benefits from the supervisory experience and from relationships with the supervisor. (JAC)

Atwell, Margaret A.

The Evolution of Text: The Interrelationship of Reading and Writing in the Composing Process.

Pub Date-Nov 81

Note-22p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Coherence, College Students, Higher Education, Interaction, *Reading Skills, Semantics, *Writing Processes, *Writing Research

Identifiers-*Reading Writing Relationship

Ten college students deemed to have above average writing ability and ten basic skills students participated in a study that examined the role of reading in the writing process. The students wrote one personal essay in a timed and videotaped session. During half of this session, the students wrote and planned as they normally would in an impromptu situation. During the second half of the session, however, the students used a technique termed blind writing'' in which they wrote with pens that had no ink and on paper that allowed no trace of the writing. Visible copies of the writing were obtained through the use of carbon paper. After the 20-minute writing episode, each student read his or her complete product and discussed the entire episode and the strategies employed in producing the writing. Analysis of the writing was limited to the semantic structures of the texts and focused on two levels: the microstructure, or small units of meaning, and the macrostructure, or the coherence networks created to tie the small units together. The analysis indicated no difference between the make-up of the text bases of the visible and the blind writing for either group of students. However, all writers indicated that at some point in their writing they had stopped to read what had been written, suggesting that reading is intrinsically related to writing. (Excerpts from the student essays are appended.) (FL)

ED 212 076   EA 014 352

Moursund, David

School Administrator's Introduction to Instructional Use of Computers.

International Council for Computers in Education, Eugene, Oreg.

Pub Date-80

Note-48p.

Available from-International Council for Computers in Education, c/o Dept. of Computer and Information Science, University of Oregon, Eugene, OR 97403 ($2.50 prepaid; quantity discounts).

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Administrators, Calculators, *Computer Assisted Instruction, Computer Literacy, Computer Managed Instruction, *Computer Oriented Programs, Computers, Costs, Curriculum, Elementary Secondary Education, Glossaries, Online Systems, Periodicals, Programing Languages

To help educational administrators and policymakers use computers effectively, this handbook provides an overview of computers and their role in education. Using a question-and-answer format, the author first defines computers, interactive computing, computer hardware and software, and programing languages. The same format is followed in the subsequent discussions of the kinds of problems computers solve; the instructional, administrative, and research uses of computers; computers' impact on curricula; computer-assisted instruction and other instructional uses; computer literacy; educational uses for calculators; and the barriers, goals, and costs involved in the instructional use of computers and calculators. A brief guide to periodical literature is added to help educators learn more about computers. A glossary at the end defines terms frequently used in computer education. (Author/RW)

ED 212 182 HE 014 516

Miller, Ronald H., Ed.

Providing Access for Adults to Alternative College Programs. Alliance Manual No. 1.

Alliance: An Association for Alternative Degree Programs for Adults, New Rochelle, N.Y.; College of New Rochelle, N.Y. School of New Resources.

Spons Agency-Ford Foundation, New York, N.Y.

Report No.-ISBN-0-8108-1467-6

Pub Date-81

Grant-795-0731

Note-131p.

Available from-The Alliance, c/o School of New Resources, College of New Rochelle, New Rochelle, NY 10801.

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132) - Books (010)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Persistence, *Access to Education, *Adult Students, Advertising, College Admission, *College Planning, College Students, Delivery Systems, Educational Finance, Extension Education, Higher Education, Institutional Cooperation, Institutional Research, Needs Assessment, *Nontraditional Education, Program Descriptions, Publicity, Student Needs, *Student Recruitment

The issue of providing access to alternative college programs for adult students through evaluation of institutional accessibility and development of appropriate responses is addressed in six articles. Barriers that adults experience in the admissions process and in completing college programs are identified by Thomas Taafee and Thomas M. Rocco in Access to Higher Education for Adults.'' In Campus Planning of Adult Degree Programs,'' Lawrence R. Murphy considers program design and delivery, program finance and administration, program approval and implementation, and evaluation and outcomes. Guidelines for choosing or developing needs assessment procedures and instruments are presented by Ronald H. Miller in Needs Assessment.'' In Promotion and Publicity Encourage Access,'' Elza Teresa Dinwiddie considers use of the media, advertising, community relations, mailings, and assessment of promotion/publicity efforts. The potential and limits of interinstitutional linkages as a means to locate programs in the community to increase access for adults are addressed by William M. Craft in Access and Interinstitutional Linkages.'' In Resources,'' Kathleen Brouder identifies organizations, ongoing projects, and institutions engaged in one or more activities that might be of interest to policy-makers and program planners/administrators concerned with widening access for the adult learner. Bibliographies accompany the articles, and a foreword by K. Patricia Cross is included. (SW)

Kuo, Wei-fan

Special Classes for the Gifted and Talented: A Review of Research in the Republic of China (Taiwan).

Pub Date-Aug 81
Note-12p.; Paper presented at the World Conference on Gifted and Talented Children (4th, Montreal, Quebec, Canada, August 21-25, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, Elementary Secondary Education, Foreign Countries, *Gifted, *Self Concept, *Special Classes, *Talent
Identifiers-*Taiwan

The presentation reviews research on the status of special educational programs for gifted and talented students in Taiwan. The effects of special class settings on gifted students' anxiety levels as well as on their self concept are considered. The author suggests that the studies cited do not demonstrate negative effects of special classes: anxiety does not appear to be significantly different between gifted children in special classes and regular children; nor are deleterious influences shown for gifted students' self concepts. (CL)

ED 212 161 FL 012 767

Moll, Luis C.

The Microethnographic Study of Bilingual Schooling.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-15p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Bilingual Education, Classroom Communication, *Classroom Environment, *Classroom Observation Techniques, Elementary Education, *Ethnography, *Interaction Process Analysis, *Learning Processes, Research Methodology, Student Teacher Relationship, Teacher Role, Teaching Methods

This paper discusses several interrelated features of microethnography that are relevant and useful for the study of bilingual schooling. It is argued that an interactional approach provides a powerful way to study systematically the organization of bilingual learning environment, identify areas of difficulty, and suggest concrete interventions for beneficial change. A recent study conducted in a bilingual school is used to illustrate the following key aspects of microethnography: (1) the use of videotape as a data collection tool, (2) the participation of teachers as co-researchers, (3) the study of context as an interactional notion, (4) the use of communicative activities as unit of analysis, and (5) a focus on the role of the adult in the construction of learning environments. It is shown that microethnographic studies provide valuable insights into how learning is mediated by the adults in the classroom and how concrete activities of communication shape the way children cope cognitively with different learning tasks. This information can be used to help teachers in bilingual programs coordinate the organization of lessons in two languages so that the children can take advantage of all their existing and developing skills as they participate in formal lessons. (Author/AMH)

ED 211 674 CE 030 892

Thomas, Hollie B. Marangus, Mary Anna

A Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilingual Vocational Programs. Part 1: Evaluation Component. Final Report, from March 1, 1980 to June 30, 1981.

Florida State Univ., Tallahassee.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date- 81

Note-332p.; For a related document see CE 030 893.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Adult Vocational Education, *Bilingual Education, Educational Research, *Evaluation Criteria, Higher Education, Models, Postsecondary Education, Program Effectiveness, *Program Evaluation, Questionnaires, Secondary Education, *State Standards, Surveys, *Vocational Education

Identifiers-*Florida, *Limited English Speaking

A study was conducted to develop a process evaluation model for Bilingual Vocational Programs (BVPs) in Florida. Literature was reviewed that concerned state evaluation of general, vocational, and bilingual vocational education. This information and information from interviews and correspondence on these areas were used to develop a questionnaire that identified the additional needs of BVPs as compared with traditional vocational education programs. The questionnaire was also designed to identify standards and criteria, which, when met, would indicate that effective bilingual/vocational education (BVE) and/or vocational education for the limited English proficiency students was being provided. New York City BVP instructors and administrators participated in the pilot test of the Bilingual Vocational Instructional Program Review Component (BVIPRC) which contained those standards and criteria identified. Based on the Vocational Education Instructional Program Review, the BVIPRC includes a self evaluation component and on-site review. (A copy of the BVIPRC is provided.) The revised BVIPRC was field tested with BVE personnel in Florida. A total of 69 BVE staff participated in the study 35 completed the questionnaire and pilot tested the BVIPRC, 34 participated in BVIPRC field testing and evaluation. (Appendixes include questionnaire materials and BVIPRC field test and pilot test materials.) (YLB)

ED 211 691 CE 030 922

Treacy, Thomas D., Ed.

Career Education Resource Guide. Volume III: 10-12.

Philadelphia School District, Pa.; Villanova Univ., Pa. Dept. of Education.
Spons Agency-Department of Education, Washington, D.C. Teacher Corps.
Pub Date-81
Note-363p.; For related documents see CE 030 920-921.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, Art, Behavioral Objectives, Biology, Business, *Career Awareness, Career Counseling, *Career Education, Chemistry, *Decision Making, Employment Potential, English, Fused Curriculum, Health, Home Economics, Industrial Arts, Job Skills, Learning Activities, Mathematics, Music, Physical Education, Resources, Sciences, Secondary Education, Second Language Instruction, *Self Concept, Social Studies, Special Education, Teacher Developed Materials, *Work Attitudes
Identifiers-*Consumer Skills, Economic Awareness, *Educational Awareness

This third of a three-volume career education resource guide consists of 146 teacher-developed and -tested learning activities for use in grades 10-12. Included in this volume are activities that can be incorporated into existing curricula in the following subject areas: art, biology, business, chemistry, English, foreign languages, counseling, health, physical education, home economics, industrial arts, mathematics, music, science, social studies, and special education. The activities are presented in a consistent format, including the activity subject area, grade level, and title; behavioral objectives; steps for completing the activity; and resources pertinent to the activity. Designed to be fused into existing classroom curricula, these activities address such career themes as self-awareness, career awareness, educational awareness, economic awareness, decision making, beginning competency, employability skills, and appreciation and attitudes. Appendixes included at the end of the volume contain listings of behavioral objectives for grades K-12, organized according to the above-mentioned eight career education themes; a career education resource source listing; and annotated bibliographies including materials on school-to-work transitions, multicultural children, exceptional children, the disadvantaged, and inservice training. (MN)

ED 211 710 CE 030 965

Employment and Training Programs in the United States, 1981. Hearings Before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session (June 11, 15, 18, and 19, 1981). Part 1.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date-81

Note-1,001p.; Not available in paper copy due to small print. For a related document see CE 030 966.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Career Education, *Employment Programs, *Federal Legislation, *Federal Programs, Federal State Relationship, Financial Support, Hearings, *Job Training, *Policy, Program Administration, Program Design, Program Effectiveness, Program Evaluation, Secondary Education, State School District Relationship, Vocational Education

Identifiers-*Comprehensive Employment and Training Act, Congress 97th

This is a report of hearings held in Washington, D. C., on June 11, 15, 18, and 19, 1981, before the Subcommittee on Employment and Productivity on employment and training programs and the Comprehensive Employment and Training Act (CETA) that expires at the end of September, 1982. The focus of the hearings is examination of objectives of employment training policy and the relationship between federal, state, and local governments in funding, design, and administration of employment and training programs. Testimony consists of statements and prepared statements from 59 agencies/orgainzations or individuals representing them, including the American Legion; Employment and Training Administration, United States (U.S.) Department of Labor; American Vocational Association; Wider Opportunities for Women; Full Employment Action Council; Jobs for Progress, Inc.; Job Roundtable; National Association of Private Industry Councils; American Federation of Labor and Congress of Industrial Organizations; Association of Farmworker Opportunity Programs; National Association of Farmworker Organizations; National Association of Manufacturers; and state and local educational agencies. Additional information provided is comprised of articles and publications, letters, questions and answers, and selected charts. (YLB)

ED 211 727 CE 030 999

Benson, Charles S. And Others

Analysis of Distribution Procedures Used by States to Distribute Federal Funds for Vocational Education.

California Univ., Berkeley. School of Education.
Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.
Pub Date-Dec 80
Contract-400-78-0039
Note-296p.; For related document, see CE 030 998.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Access to Education, Disabilities, Economically Disadvantaged, Educational Finance, Expenditures, *Federal Legislation, Federal Regulation, *Financial Policy, Financial Support, Minority Groups, Postsecondary Education, *Program Implementation, *Resource Allocation, School District Spending, Secondary Education, State Action, *State Federal Aid, State Programs, State School District Relationship, State Surveys, *Vocational Education
Identifiers-Vocational Education Amendments 1976, Vocational Education Study

An analysis of the procedures states have adopted to distribute federal funds for vocational education under the 1976 Amendments to the Vocational Education Act shows that there is widespread confusion and variation among the states. While the Act specifies that a formula must be used for distribution of funds, the exact criteria for determining the formula are not spelled out, and states, therefore, have established a variety of formulas, some of which are no more in tune with the Act's intent than a simple per-capita distribution would be. There are three basic steps in designing formulas for distributing funds: data selection, transformation of data into standardized scores, and transformation of standardized scores into dollar allocations or reimbursement rates. States employed a variety of approaches to data collection and to transforming raw data into standardized scores, although they used one of three general methods for transforming standardized scores into dollar allocations or rates of reimbursement: a tabular method, a reimbursement rate equation, or a weighted points method. No state was using a procedure free of technical difficulties, arbitrary judgments, unexplained calculations, questionable interpretations of federal law, or inaccurate and inappropriate questionable interpretations of federal law, or inaccurate and inappropriate data. An alternative formula was proposed. (The final section of this report provides detailed descriptions of the fund distribution practices in each state see note.) (KC)

ED 211 761 CE 031 045

Rassen, Rachel L.

Getting Down to Business: Specialty Food Store, Module 8. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-35p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100Y2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, *Food Service, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the eighth in a set of 36 teacher guides to the Entrepreneurship Training modules and accompanies CE 031 045. Its purpose is to give students some idea of what it is like to own and operate a specialty food store. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Specialty Food Store; Choosing a Location; Getting Money to Start; Being in Charge; Buying and Keeping Track of Supplies; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Specialty Food Store Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 796 CE 031 080

Sanderson, Barbara

Getting Down to Business: Home Attendant Service, Module 26. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-95p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC 100BB1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, *Home Health Aides, Learning Activities, Money Management, Recordkeeping, Salesmanship, Secondary Education

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a home attendant service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (services, customers, and competition; personal qualities; legal requirements); choosing a location (customers; competition; balance between customers and competition; personal considerations); getting money to start (information needed to get a business loan; financial information); being in charge (tasks; selecting staff; employee satisfaction); organizing the work (keeping track of the staff; work orders; scheduling; time cards; time planning); setting prices (acceptable to customers; in line with competition; components of price; establishing a price); advertising and selling (customer needs; advertising and promotion; selling and customer relations); keeping financial records (importance of financial records; customer billing; daily cash sheet); and keeping your business successful (profit and personal satisfaction; key elements of a successful business; profit/loss statement). A summary and quiz complete the document. (A teacher's guide is available for the module.) (CT)

ED 211 831 CE 031 170

C.U.B.E. Reading. Goal III. A Reading Program for Adult Basic Education. 0-6 Grade Students. Book 2 of Three Books in This Program.

Vincennes Univ., Ind.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Note-767p.; For related documents see CE 030 751, CE031 167-168 and CE 031 171-173.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF04/PC31 Plus Postage.
Descriptors-Abbreviations, Adult Basic Education, *Adult Reading Programs, Behavioral Objectives, Consonants, Individualized Instruction, Informal Reading Inventories, Instructional Materials, Learning Activities, Plurals, Poetry, *Reading Comprehension, Reading Diagnosis, *Reading Instruction, *Reading Skills, Reading Tests, Skill Development, Syllables, Vocabulary Development, Vowels, Word Lists
Identifiers-Adult Basic Learning Examination, *CUBE System, Possessives

A part of the adult basic education teaching/learning management system called CUBE (Continuity and Unity in Basic Education), this manual is designed to help those teaching students with splinter skills'' to piece together the students' deficient skills and develop an individualized reading program. It consists of three sections. Addressed in section 1 are means for determining reading level of materials; reading skills to be taught between the primer and 6.9 grade levels; words commonly found in level 1 reading materials; definitions and examples of the various reading skills; and rules governing consonants, vowels, plurals, inflected endings, possessives, and syllabication. The second section contains seven series of inventories, student answer sheets, and oral reading checklists, each of which contains reading exercises and materials geared to the various levels between and including primer and 6.9. Included in the final section are similarly organized steps containing activities for grades 8-10 reading levels; a specific skills series, including material on abbreviations, poetry, and possessives; and lists of published materials organized by reading skills covered in the manual. (A project report describing the development of these materials as well as the other CUBE system instructional materials and manuals are available separately see note.) (MN)

ED 211 867 CG 015 659

Paley, Evelyn S., Ed. And Others

Short-Term Cognitive Group Therapy With Elderly Clients: Training Manual for Mental Health Professionals.

Denver Univ., Colo. Colorado Seminary.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Pub Date-31 Aug 81

Contract-PHS-DADAMHA-298-80-C-0002

Note-43p.; For related document, see ED 179 863.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Anxiety, *Cognitive Development, Cognitive Objectives, *Counseling Techniques, Depression (Psychology), *Group Therapy, Intervention, Life Style, Mental Health Clinics, *Older Adults, *Quality of Life, *Transactional Analysis

Identifiers-*Life Review

This manual is designed for mental health center staff members to design effective interventions with elderly clients in short-term groups. Chapter One briefly describes a project which uses the therapy techniques of Cognitive Restructuring Therapy (CRT), Transactional Analysis (TA), and Life Review with groups of elderly persons to determine their efficacy in decreasing anxiety and depression levels and improving their quality of life. Detailed session-by-session descriptions of the three intervention strategies are given in Chapters Two (CRT), Three (TA), and Four (Life Review). A list of recommended readings that provide background information is included at the end of each chapter. Chapter Five provides further information about the project and summarizes results and conclusions. A comparison of nursing home residents, the community elderly in the project, and a no-intervention control group is included. The appendices contain forms and worksheets from the project. (NRB)

ED 211 888 CG 015 630

Heesacker, Martin

A Review of the History of Field Dependence.

Pub Date-Aug 81

Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, *Environmental Influences, *Individual Differences, Literature Reviews, *Personality Traits, Psychological Patterns, *Psychological Studies, Psychology, Research Methodology

Identifiers-*Field Dependence

This paper reviews 35 studies important in the historical development of field dependence, a popular research topic in psychology. The first section involves antecedents of the concept of field dependence, such as the influence of Kurt Lewin. Part two deals with the development of field dependence as an individual differences variable. Part three involves major criticisms of the early formulations; part four suggests conclusions about the early research efforts. (Author/JAC)

ED 212 015 CS 503 736

Salomon, Gavriel

Communication and Education: Social and Psychological Interactions.

Report No.-ISBN-0-8039-1718-X (pbk.)
Pub Date-81
Note-269p.
Available from-Sage Publications, Inc., 275 South Beverly Dr., Beverly Hills, CA 90212 ($22.00 cloth; $9.95 paper).
Pub Type- Books (010) - Information Analyses (070) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Communication Research, Communication Skills, *Education, Group Dynamics, *Interaction, *Interaction Process Analysis, Interpersonal Relationship, Mass Media, Models, *Organizational Theories
Identifiers-*Schemata

The purposes of this book are to offer the outlines of a reciprocal-interactionist view of communication and education, to show some of its applications and implications, and to stimulate questions for exploration of the subject. Topics discussed in the seven chapters of the book are (1) the nature of interactions, (2) communication in reciprocal interactions, (3) the role of mental schemata in communication, (4) schemata and educational issues, (5) richness and depth in communication, (6) contexts and messages, and (7) loops, cycles, and spirals in communication. Author and subject indexes are appended. (FL)

ED 212 056 EA 014 329

Husen, Peter

Leadership for Learning: A Questionable Slogan?

Pub Date-Aug 81

Note-10p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Responsibility, *Administrator Role, Elementary Secondary Education, *Leadership, Learning, *Organizational Effectiveness, Organizational Theories, *School Administration, *Values

The answer to determining organizational outcomes is not the ill-defined concept of leadership.'' Rather, it is a combination of two factors: the ability and opportunity to influence others, and the value and belief system of the individual. Ability to influence is a function of one's place within the bureaucratic, professional, political, and social systems of the organization. An individual's personal bias system determines what actions will or will not be taken. Learning, defined as the planned product of formal schooling, is the goal of educational institutions. Leadership for learning implies providing direction to an organization in order to achieve the organizational goal of learning. This is done by defining the purpose of the organization and by effectively influencing decisions from a well-established philosophical, influence, and credibility base to achieve that goal. The ultimate purpose of administration is the establishment and maintenance of effective and efficient management systems for achieving organizational goals. (Author/MLF)

ED 211 909 CG 015 702

Woodward, Helen R. And Others

Sex Differences in the Relationship between Locus of Control Dimensions and Personal Adjustment Constructs.

Pub Date-Mar 81

Note-31p.; Revision of paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, March 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment), Child Rearing, Comparative Analysis, Emotional Adjustment, *Interpersonal Competence, *Locus of Control, Parent Influence, Self Concept, *Self Esteem, *Sex Differences, Social Behavior, Social Influences

Identifiers-*Defensiveness

Although research has supported the relationship between locus of control and personal adjustment, many correlates of locus of control differ for males and females. Three samples of undergraduates completed the Reid-Ware Three-Factor Locus of Control Scale and either the Texas Social Behavior Inventory (N 64 males and 211 females), the Barron ego strength scale (N 189 males and 312 females), or the Repression-Sensitization Scale (N 20 males and 84 females). For both males and females, internals reported greater self-esteem and ego strength and tended to be repressors; externals tended to be sensitizers. For males, the Fatalism dimension of the Locus of Control Scale was the strongest predictor for each adjustment correlate, while the Social System Control dimension was not predictive for males. For females, the Social System Control dimension was predictive for each adjustment correlate, although it was not consistently the strongest predictor. The results are consistent with previous research on sex differences in parental antecedants of locus of control. (Author/NRB)

ED 211 952 CS 006 460

Smith, William Earl

Twelve Benchmarks for the Evaluation of Reading Theories: A Review of Literature.

Pub Date-Dec 81

Note-24p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981). Best copy available.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Eye Movements, *Language Processing, *Learning Theories, Literature Reviews, Memory, Phoneme Grapheme Correspondence, *Reading Comprehension, *Reading Processes, *Reading Research, Semantics, Word Recognition

This review of the literature on reading theories is built around three components: an explication of each theory, an evaluation of the theory based on an examination of its internal and external coherence and correspondence, and an application of the theory to a child's reading. The literature is organized around discussions of 12 benchmarks extracted from the literature, with each discussion followed by a list of references from which the conclusions were drawn. The discussed benchmarks suggest that theories of reading must (1) explain the interactive and variable processes involved in eye fixations and movements, (2) provide for optional grapheme to phoneme recoding, (3) provide for the processing involved in word recognition, (4) specify the use of syntactic and semantic information, (5) provide for the use of world knowledge in the construction of meaning, (6) provide for the interaction of the multiple levels of operation used by the reader in constructing meaning, (7) provide for the coordination of the multiple contributors to the reading process, (8) provide for parallel processing, (9) provide for the degree of utilization of each process, (10) provide for the role of memory in the reading process, (11) provide for the various levels of proficiency, and (12) provide for the various types of reading. (HOD)

ED 212 036 EA 014 250

Teacher Absenteeism. The Best of ERIC on Educational Management, Number 63.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Jan 82
Note-6p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Elementary Secondary Education, Job Satisfaction, Problem Solving, Research Utilization, Teacher Administrator Relationship, *Teacher Attendance, *Teacher Behavior, Teacher Responsibility

Teacher absenteeism is the topic of the 12 ERIC abstracts contained in this leaflet. Research on the topic discusses the causes of the problem, including, among others, job dissatisfaction, the organizational structure of the school, school size, weather conditions, and relaxed teacher responsibility. Strategies for improving teacher attendance are also discussed in the materials abstracted. These include setting up a system that rewards good attendance, requiring teachers to speak to the principal when they call in sick, and special counseling for teachers with high absence rates. (MLF)

Pickering, Marisue
Introduction to Qualitative Research Methodology: Purpose, Characteristics, Procedures, Pub Date-23 Nov 80
Note-11p.; Miniseminar presentation of the American Speech-Language-Hearing Association Annual Convention (Detroit, MI, November 23, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Hearing Impairments, *Language Handicaps, *Research Methodology, *Speech Handicaps
Identifiers-*Qualitative Research

Originally given as a miniseminar at the 1980 annual convention of the American Speech-Language-Hearing Association, the paper provides an introduction to descriptive-qualitative research methodology as applied to hearing, speech, and language problems. Considered are definition and history of qualitative research; purpose; characteristics (such as the involved participation of the researcher with the phenomena observed); need or justification (its particular applicability to human problems and encounters); approaches (including the use of sensitizing concepts, inference, and researcher involvement); techniques and procedures; and examples. (DB)

ED 212 120 EC 141 539

Olson, Robert L., Ed. And Others

Prevocational Skill Development for Deaf/Blind & Severely Handicapped.

Riverside County Superintendent of Schools, Calif.

Pub Date-Oct 81

Note-100p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Daily Living Skills, *Deaf Blind, Individualized Education Programs, *Job Skills, *Prevocational Education, *Severe Disabilities, *Sheltered Workshops, Teacher Developed Materials, *Vocational Education

Intended for teachers of deaf/blind and severely handicapped students, the manual focuses on teaching skills to meet the requirements for sheltered and transcommunity employment. The first section presents two approaches to teaching independent living skills (including grooming and self care). Section 2 describes orientation and mobility skills instruction in a prevocational program so that the student can meet requirements for sheltered workshop employment. Section 3 explains the movement, communication, and vocational requirements of sheltered employment from a classroom teacher's perspective. The fourth section presents diagrams and illustrations of the jigs that can be made to help in vocational preparation. Materials described are used in paper folding, collating, stapling, sorting, button sewing, cleaning, and packing. Among appended information are suggestions for individualized educational programs. (CL)

ED 212 142 FL 012 748

Santos, Sheryl Linda

Music for the Bilingual Classroom: An Interdisciplinary Approach.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-14p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Biculturalism, *Bilingual Education, *Class Activities, Cross Cultural Training, Cultural Awareness, Educational Resources, Elementary Education, *Interdisciplinary Approach, Language Skills, *Music, *Second Language Instruction, Singing

Music promotes cultural awareness and appreciation as well as improvement in language skills. The six objectives developed for using music in the bilingual classroom have to do with: (1) enhancing self-concept, (2) fostering group identity and cultural pride, (3) building positive intercultural attitudes, (4) providing enriching experiences in oral language development, (5) strengthening linguistic skills, and (6) supplementing content areas. In line with these objectives, a methodology for presenting a song in a foreign language is presented and applied to a popular Spanish song, De Colores.'' Several follow-up activities are suggested as ways to achieve varied objectives in the areas of oral language development, reading, listening skills, grammar skills, social studies, art, and creative writing. A list of selected resources in music for the Spanish-English classroom concludes the discussion. (AMH)

ED 212 198 HE 014 654

The Nation's Energy Problem. Forum Report.
Business-Higher Education Forum, Washington, D.C.
Pub Date- 81
Note-11p.
Available from-Business-Higher Education Forum, One Dupont Circle, Suite 800, Washington, DC 20036.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business, College Role, Cooperative Programs, Depleted Resources, *Energy, Energy Conservation, Fuel Consumption, Futures (of Society), Government Role, *Government School Relationship, Higher Education, Long Range Planning, Position Papers, Professional Education, Public Opinion, *Public Policy, *Research Needs, Research Utilization, *School Business Relationship, Technical Education, *Technology Transfer

Some of the essential elements now deficient in national energy programs are identified, and recommendations are offered for business, universities, and government regarding actions that may improve energy-related research and training. Five topics that need to be addressed by professionals are: (1) an energy policy that ensures that targets for both domestic energy supply and energy consumption are consistent, to reduce or eliminate dependence on imported oil; (2) an energy supply system involving a mix of technologies that are both sustainable and socially acceptable; (3) a sufficient knowledge base from which to evaluate the benefits and costs of different long-term energy technologies and strategies; (4) an understanding of long term energy demands; and (5) public attitudes toward technology, government, social institutions, and the quality of life that will strongly influence future energy policies and programs. It is suggested that expansion of goal-oriented basic research and other improvements will depend on a good cooperative working relationship among business, higher education, and government. Descriptions of cooperative efforts are appended. Among the recommended actions are: business and industry should increase support of university goal-oriented basic research and programs for training professionals; higher education should establish faculty-administration-board committees to seek ways to improve the flow of activity on research and training between each institution and relevant industry; higher education should establish an energy agenda setting priorities and the activities needed to respond to the energy problem; government needs to encourage private sector action; and Congress should enact legislation to provide tax incentives for business to increase its support of basic and goal-oriented research. (SW)

ED 211 744 CE 031 028

Colby, Pamela G. Rassen, Rachel L.

A Handbook on Utilization of the Entrepreneurship Training Components for Vocational Education. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-52p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100A, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Business Education, Formative Evaluation, *Learning Modules, *Program Design, Program Development, Program Evaluation, *Program Implementation, *Teacher Role, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This handbook for using the Entrepreneurship Training Components is divided into six sections. The entrepreneurship project overview discusses the background and purpose of the project, how the modules are organized, what makes these materials unique, module format, and purpose of the handbook. The section on training components examines the module development process, module titles and elements, module content summaries, and purpose and use of the resource guide. Advantages of these components to the administrator, instructor, and student are explored in the third section. Administrative considerations such as need, compatibility, key support, initial planning, and program implementation are examined in the fourth section. Section 5 lists instructor considerations and recommendations. These include instructional strategies, options for use of the modules, recommended planning, and daily management of the program. And finally, in the last section, evaluation of the implementation is discussed, including instructional evaluation and student outcome information. A list of references concludes the handbook. (CT)

Shapiro, Norma
Getting Down to Business: Answering Service, Module 17. Teacher Guide. Entrepreneurship Training Components.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-26p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100J2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Service Occupations, Teaching Methods
Identifiers-*Answering Services, *Entrepreneurship, Small Businesses

This is the seventeenth in a set of 36 teacher guides to the Entrepreneurial Training modules and accompanies CE 031 062. Its purpose is to give students some idea of what it is like to own and operate an answering service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning an Answering Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

Sanderson, Barbara
Getting Down to Business: Plumbing Business, Module 35. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-92p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100PP1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, *Plumbing, Recordkeeping, Salesmanship, Secondary Education
Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a plumbing business is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are: planning your business (services, customers, competition; personal qualities; how to compete successfully); choosing a location (customers; competition; personal considerations; selecting a specific location); getting money to start (information needed to get a business loan); being in charge (tasks; choosing workers; keeping people happy); organizing the work (work order; contracts; scheduling; time planning); setting prices (acceptable to customers; in line with competition; components of price; establishing a price); advertising and selling (customer needs; advertising and promotion; selling and customer relations); keeping financial records (importance of financial records; customer billing; daily cash sheet); and keeping your business successful (profit and personal satisfaction; profit/loss statement; how to increase profits). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 849 CE 031 269

Mathiasen, Bill And Others
Work Experience Education Instructional Guide.
California Association of Work Experience Educators, Orange, Calif.
Pub Date-81
Note-371p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Career Development, *Career Education, *Job Search Methods, *Job Skills, Job Training, *Learning Activities, Learning Modules, Money Management, School Business Relationship, Secondary Education, Self Evaluation (Individuals), Taxes, Teaching Guides, Values Clarification, Vocational Education, Workbooks, *Work Experience Programs
Identifiers-California

This instructional guide is designed to provide work experience education coordinators with a series of topical items which can be incorporated into the related instruction portion of a high school student's work experience education program. The activities in this instructional guide represent a common core of concepts and understandings essential to the total education of the student; they can be used for individual instruction or in a group instructional setting. A total of 94 instructional activities are included in the guide, organized under a work experience education activity matrix which links learning objectives and developmental processes (knowledges, attitudes, self-awareness, and skills) with the various activities. The activities are grouped in six subject areas: input activities (to provide the instructor with baseline data about the students), career development activities, how to get a job, how to keep a job, how to leave a job, and the economics of worklife (such as paychecks, savings accounts, taxes and establishing credit). For each activity, a rationale is given, and methods, resources, time, the main idea, employer participation and coordinator notes are included. Each of the activities also include content information and student worksheets. Although the guide was developed for use in work experience programs in California, it can be used in any location with a few modifications. (KC)

ED 211 889 CG 015 681

Conoley, Jane Close

Sex Differences in Graduate Psychology Trainees: Dilemmas of Externships?

Pub Date-Aug 81
Note-25p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Consultants, Counselor Characteristics, *Counselor Evaluation, *Counselor Performance, *Counselor Training, Feedback, *Graduate Students, Higher Education, *Practicum Supervision, Process Education, Psychology, *Sex Differences, Transfer of Training

Despite the efforts of counselor educators, female graduate psychology trainees still tend to receive more negative ratings than male trainees. To study this observation, 21 graduate students were evaluated by male and female supervisors. Input process and outcome variables were analyzed. The data showed that young women psychologists worked mainly with same sex consultees of relatively low status in the organization. Males were more likely to be involved with administrative staff, who were often males. Male trainees tended to stay more actively involved with their cases. In open-ended questions, females received more comments about their appearance; women were also apparently given a narrower range of appropriate behavior in terms of aggressiveness. The findings indicate that teaching may not be enough to create changes in this observed phenomenon. (JAC)

ED 211 931 CS 006 438

Vaughan, Joseph L., Jr., Ed. Anders, Patricia L., Ed.

Research on Reading in Secondary Schools. A Semi-Annual Report. Monograph Number 5.

Arizona Univ., Tucson.

Pub Date-80

Note-107p.

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Content Area Reading, Critical Reading, Inservice Teacher Education, Preservice Teacher Education, *Reading Attitudes, *Reading Instruction, *Reading Research, Secondary Education, Secondary School Teachers, *Student Reaction, *Teacher Attitudes

This monograph is one in a series of semiannual reports that focus on research related to reading in secondary schools. The four reports collected in this monograph examine the following topics: (1) attitudes of preservice secondary school teachers toward reading in the content areas; (2) the effects of a content area reading institute upon teacher planning; (3) a review of the research on the uninterrupted sustained silent reading strategy; and (4) good, average, and poor secondary level readers' affective responses to negatively connotative and positively connotative substitutes for said.'' (RL)

ED 211 973 CS 206 687

Bhakuni, Rosa I. And Others
Media Literacy Curriculum Guide, Grades 7-12.
Pub Date-81
Note-49p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advertising, Curriculum Design, *Journalism Education, *Mass Media, Persuasive Discourse, Production Techniques, *Propaganda, Questionnaires, Secondary Education, Student Projects, *Television Commercials, Television Viewing, Units of Study, *Visual Literacy

Written by participants in a summer workshop on media literacy, this guide is intended for use by teachers of students in grades seven through twelve. The main portion of the guide is composed of a unit of study dealing with manipulation in advertising. The unit contains four lessons covering the following areas: (1) advertising as manipulation, (2) the power of television commercials, (3) propaganda techniques used in media advertising, and (4) how advertisements persuade through words. Each lesson provides activities, materials needed, a statement of purpose, and objectives. The remainder of the guide contains a list of goals for media literacy, a copy of a television viewing questionnaire, and outlines for several media projects. (FL)

ED 211 994 CS 206 715

Berkley, June, Ed.

Global Education.

Ohio Univ., Athens. Dept. of English Language and Literature.; Southeastern Ohio Council of Teachers of English.

Pub Date-82

Note-109p.; The Southeastern Ohio Council of Teachers of English is an affiliate of the National Council of Teachers of English and the Ohio Council of Teachers of English Language Arts. Several pages may be marginally legible.

Journal Cit-Focus: Teaching English Language Arts; v8 n2 Win 1982

Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Cross Cultural Studies, *Cultural Awareness, Current Events, Curriculum Development, Educational Philosophy, Elementary Secondary Education, *English Curriculum, English Instruction, Foreign Countries, *Global Approach, Language Arts, *Learning Activities, Reading Instruction, Second Language Learning, Social Sciences, Writing Instruction

The articles in this collection deal with various methods of global education education to prepare students to function as understanding and informed citizens of the world. Topics discussed in the 26 articles include: (1) the necessity of global education; (2) global education in the elementary school language arts curriculum; (3) science fiction and global education; (4) student exchange programs as a means of promoting cultural awareness; (5) global education emphasizing Russia; (6) creating a global education curriculum; (7) using an international fair to bring other cultures into the classroom; (8) self-consciousness and planetary consciousness; (9) the World Court; (10) the inspirational, educational values of international arts festivals; (11) lessons to be learned from the internment in the United States of Japanese-Americans during World War II; (12) foreign language study; (13) the expansion of the National Council of Teachers of English to a worldwide organization; and (14) creating global awareness through genealogy education. (FL)

ED 212 016 CS 503 737

Greenbaum, Howard H. Falcione, Raymond L.

Organizational Communication 1977: Abstracts, Analysis, and Overview.

American Business Communication Association, Urbana, Ill ; International Communication Association.

Report No.-ISBN-0-931874-08-4

Pub Date-Apr 79

Note-299p.

Available from-Sage Publications, 275 South Beverly Dr., Beverly Hills, CA 90212.

Pub Type- Books (010) - Reference Materials - Bibliographies (131) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, Books, *Communication Research, Communication Skills, Doctoral Dissertations, *Group Dynamics, *Interpersonal Relationship, Literature Reviews, *Mass Media, *Organizational Communication, Organizations (Groups), *Research Methodology

Identifiers-*Interpersonal Communication

The objectives of this volume are to provide a general structure for students, scholars, and practitioners to obtain comprehensive information on recently published and unpublished literature in and related to the field of organizational communication; to continue to develop a classification system for the literature of interest to that field; and to provide abstracts of that literature for the year 1977 in the form of annotated bibliographies. Following an overview chapter that comments on the nature of the organizational communication literature produced in 1977, the second chapter contains abstracts of approximately 500 books and dissertations, and the third chapter contains abstracts of more than 300 papers, articles, and United States government publications. The abstracts in each chapter are arranged into nine classifications: (1) interpersonal communication, (2) intergroup communication, (3) intragroup communication, (4) communication factors and organization goals, (5) skill improvement and training, (6) communication media, (7) communication system analysis, (8) research methodology, and (9) texts, anthologies, reviews, and general bibliographies. The book also provides an appendix that discusses research methods and limitations and indexes for author, type of organization studied, and data collection instruments used in the studies. (FL)

ED 212 077 EA 014 353

Seeley, Kenneth R. Schrant, Nancy E.
Resolving Disputes in Education.
Pub Date-79
Note-25p.
Pub Type- Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Conflict Resolution, Court Litigation, *Due Process, Elementary Secondary Education, *School Law, Student Rights
Identifiers-*Adversary Method, Goss v Lopez, Property Rights

Because of the increasing incidence of disputes in schools, educators need more knowledge about methods of dispute resolution. The adversary system of resolving disputes, on which the U.S. judicial system is founded, assumes that truth is best found through a struggle between two opposing parties. In the adversary system, due process plays a special role in guaranteeing fairness. Due process can be procedural defined as the requisite characteristics of proceedings that can deprive a person of life, liberty, or property or it can be substantive, involving constitutional protection against arbitrary governmental actions. Procedural due process has kindled continuing legal discussion over the definition of rights, privileges, property, liberty, and the particular actions that constitute due process. In education the application of procedural due process has developed through several landmark judicial decisions, such as Goss v. Lopez, which have held that children have a property'' right to education and that they need due process to prevent deprivation of liberty. Other dispute resolution mechanisms besides the adversary system can involve unilateral, one-person actions (such as inaction or avoidance), dyadic methods (negotiation), or third-party intervention (through conciliation, mediation, arbitration, factfinding, or pretrial conferences). (Author/RW)

ED 211 762 CE 031 046

Rassen, Rachel L.

Getting Down to Business: Travel Agency, Module 9. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-93p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100Z1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education

Identifiers-*Entrepreneurship, Small Businesses, *Travel Industry

This module on owning and operating a travel agency is one of 36 modules in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (type of customers; competition; franchising; personal qualities; legal requirements); choosing a location (questions to ask when choosing a site; renting or leasing a storefront); getting money to start (bu[illegible]plan; how much money is needed; fixtures and equipment; computers [illegible]atement of financial need); being in charge (building the business; [illegible]iring; communication); organizing the work (suppliers; selling travel; ticketing and itineraries; work schedule); setting prices (who sets prices; profits; business accounts; selling vacations; package tours; group tours); advertising and selling (why advertise; how to advertise; gimmicks; qualities of a good ad); keeping financial records (why keep records; giving credit; monthly cash sheet); and keeping your business successful (keeping track of profits; net profit; profit/expense ratios; how to raise profits; expanding). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 797 CE 031 081

Sanderson, Barbara

Getting Down to Business: Home Attendant Service, Module 26. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-27p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100BB2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, *Home Health Aides, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Service Occupations, Teaching Methods

Identifiers-*Entrepreneurship, Small Businesses

This is the twenty-sixth in a set of 36 teacher guides to the Entrepreneurship Training Modules and accompanies CE 031 080. Its purpose is to give students some idea of what it is like to own and operate a home attendant service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Home Attendant Business; Choosing a Location; Getting Money to Start; Being In Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 868 CG 015 660

Paul, Wayne L.

Supervision of Professional Subordinates: A Nationwide Survey of Chief Student Personnel Administrators (CSPA's) and How They View Their Interaction with Professional Subordinates.

Pub Date- 77
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, Administrator Characteristics, *Administrators, *Employer Employee Relationship, Goal Orientation, Interpersonal Competence, *Leadership Styles, *Professional Personnel, *Student Personnel Workers, *Supervision, Supervisory Methods

The leadership variables of consideration'' and structure'' have been identified as two important factors in previous research. To obtain information on how chief student personnel administrators (CSPA) viewed the supervision of professional subordinates in large, public universities, a nationwide survey was taken during the 1978 school year. CSPAs (N 96) completed the Leadership Opinion Questionnaire (LOQ) and the Graduate Academic Degrees Questionnaire (GADQ). The LOQ was used to ascertain respondents' opinions of their consideration'' and structure'' leadership behavior as it related to professional subordinates; the GADQ was used to ascertain selected demographic characteristics of respondents. Background factors selected for examination and believed to affect CSPAs' opinions of their consideration'' and structure'' leader behaviors were: geographical setting, type of training, level of training, recency of degree, and experience as the CSPA. None of these variables was significantly related to the consideration'' or structure'' leader behavior reported by the CSPAs. The major finding reported by CSPAs was that their leadership style in relating to professional subordinates was best represented by high consideration'' scores and low structure'' scores, regardless of educational, geographical, or background factors. The results suggest that the type of leader behavior reported by CSPAs may be dictated by the situation. (Author/NRB)

ED 211 910 CG 015 703

Holloway, Clark Youngblood, Stuart A.

Survival after Retirement.

Pub Date-Aug 81

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Development, *Coping, *Death, *Emotional Adjustment, Health, Individual Needs, *Older Adults, *Physical Health, Quality of Life, *Retirement

Retirement may have a negative effect on a person's health, and may even accelerate death. To determine the validity of this effect, time intervals between reported retirement date and death date were tabulated for retirees from a large petroleum corporation. A regression analyses was performed to control for physiological factors, job status, and type of work differences that might influence longevity. Examination of the residuals showed a bimodal distribution: one group lived an average of 6.5 years beyond retirement date, while a second group lived an average of 19 years after retirement. The data suggest that short-term survivors after retirement may undergo a different adjustment process from long-term survivors. These results, combined with findings of other research, imply a need for further examination in the field of health care management. (Author/NRB)

ED 211 974 CS 206 688

Farrell, Edmund J.

Ruminations on Conditions Essential to Secondary English Curricula.

Pub Date-Nov 81

Note-11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Needs, Educational Trends, *English Curriculum, *English Instruction, Instructional Materials, Public Opinion, Secondary Education, *Teaching Conditions

There are four conditions essential to developing and maintaining sound English curricula in the secondary schools. The first condition is that society hold public school education in sufficient respect that education can attract teaching candidates who are emotionally mature and committed to high intellectual and technical standards. More than just high salaries, this means a high public regard for the purpose and judgment of the profession. The second condition is a long overdue alteration of the prevailing model of public school education, a model that was derived from industry at the turn of the century and one that is increasingly obsolete in a society far more reliant on information processing than on the linear production of goods. The third condition is that teachers must have adequate instructional materials. This includes many books and magazines (censorship not withstanding), audio and visual equipment, and computer terminals. And the fourth condition is that the skills and content of English must logically cohere and be intelligently related to the processes of speaking, writing, reading, listening, and viewing. Literature and rhetoric must be intrinsically related to each other and to their overriding and generative source, language. (HTH)

Musella, Donald
OCLEA: One Approach to Educational Change. The Management Analysis Paper.
Pub Date-81
Note-9p.; Paper presented at the Annual Seminar, Educational Change Strategies for the 80's.'' of IMTEC/International Movements Towards Educational Change (Kijkduin, The Netherlands, March 29-April 3, 1981). Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrators, *Educational Administration, Foreign Countries, Information Dissemination, Inservice Education, *Management Development, Organizational Objectives, Postsecondary Education, *Professional Development
Identifiers-*Ontario Council for Leadership Educ Admin Ontario, Research and Development

The Ontario (Canada) Council for Leadership in Educational Administration (OCLEA) was established in 1973 to meet the need of the province's educational administrators for inservice professional development. Its objectives include meeting these professional development needs, developing recommendations for professional preparation programs, and encouraging the conduct and utilization of research on educational administration. Supported by major educational organizations in Ontario, OCLEA is run by a board of directors and an executive director. OCLEA's programs comprise workshops and seminars in professional development, information collection and dissemination (including a journal), and research and development activities to assess and meet administrative research needs. OCLEA's programs are funded by grants and service fees and always include provision for evaluation. The organization has been hindered by members' lack of commitment, competition with other organizations, and negative and indifferent attitudes among client groups. These hindrances have been met by encouraging maximum representation and involvement of client and constituent groups, establishing communication networks, decentralizing programs, and continually evaluating professional development needs. An assessment of OCLEA's current status and future problems indicates that it must expand its services and client base to survive. (Author/RW)

ED 212 057 EA 014 330

Broussard, Rolland L.

Administrator In-Service Education: Structure and Analysis of an Individualized Statewide Incentive Program.

Pub Date-19 Aug 81

Note-15p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th; Seattle, WA, August 16-21, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrators, Elementary Secondary Education, *Incentives, Inservice Teacher Education, *Management Development, *Merit Pay, Professional Development, *Staff Development, State Legislation

Identifiers-*Louisiana

The Louisiana Educational Employees Professional Improvement Program (PIPS) is an individualized, incentive-based, statewide, inservice development program for school administrators and teachers. This presentation describes PIPS and analyzes it according to recommended models for the development and implementation of inservice programs for school administrators. All potential participants must submit for approval by the local committee a five-year plan (containing five one-year components) of professional development and improvement. The plan must consist of both academic and inservice pursuits. Participants in the program receive salary increments based on years of experience and educational attainment. The enhanced salary becomes effective at the onset of the five-year plan and ranges from approximately $1,100 to more than $3,700 per year. The program is deemed to be significant in stimulating the continuing professional development of school personnel because (1) it is a relatively comprehensive staff development program; (2) a substantial amount of professional input from personnel preceded its implementation; (3) the five-year plans are to be based on individual planning; (4) the state has funded the program at the substantial level of $63 million; and (5) controlling boards'' are at the state and local level. (Author/MLF)

ED 212 098 EC 141 501

Schofer, Richard C. And Others

Special Project (Supported under the Provisions of Public Law 91-230) to Provide Training Assistance to States Relative to Cooperative Manpower Planning in Special Education. Final Report, 1976-1979.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-79

Grant-G007602997

Note-121p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Cooperative Planning, *Demonstration Programs, *Disabilities, Elementary Secondary Education, Higher Education, Inservice Education, *Labor Force Development, Program Descriptions, *Special Education, *Technical Assistance

Identifiers-*Project on Cooperative Manpower Planning Spec Educ

The final report delineates activities of the Project on Cooperative Manpower Planning in Special Education at the University of Missouri, a special project to provide external training assistance to state education agencies and institutions of higher education in the 50 states, the District of Columbia, and five territories. Various activities are discussed for four major categories needs assessment activities, products and publications, workshops and symposia, and technical assistance. Appended materials, which make up most of the document, include reports of the 1976 and 1978 status studies of statewide cooperative manpower planning in special education, letters from individuals, an outline of proceedings of the First Missouri Symposium on Cooperative Manpower Planning for Special Education, an annotated bibliography on cooperative manpower planning, newsletters, and the outline of a writer's handbook on a comprehensive system of personnel development. (SB)

ED 212 121 EC 141 542

Leukhardt, Joan C.

A Study of the Differences by Sex in Self-Selection Patterns of Participation in Activities of a Program for High School Gifted Students.

Pub Date-Oct 81
Note-33p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Acceleration, Aesthetic Education, Enrichment, *Gifted, High Schools, Learning Activities, Sciences, *Selection, *Sex Differences, *Student Participation

Analysis of the self selection patterns of participation in activities in a gifted high school program was undertaken. Numbers of males and females participating in scientific academic, aesthetic academic, and professional development activities were tallied with the number who were eligible. Percentage of eligible female participation was consistently lower than eligible male participation in scientific academic self selected activities. The difference was particularly striking in the area of computer use. Female participation in aesthetic academics was higher than males. The percentages of male and female attendance at speaker events pertaining to professonal development appeared to be balanced. A general decline was evidenced in the percentages of both males and females participating in enrichment and acceleration options offered. (CL)

ED 212 162 FL 012 768

Attinasi, John And Others
A Topological Model of Bilingual Intercalation Behavior.
Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-20p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.
Available from-Not available separately. See FL 012 738.
Pub Type- Reports - Research (143) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Bilingualism, Classification, *Code Switching (Language), Language Research, Language Variation, *Mathematical Models, Sociolinguistics, *Speech Communication

This paper reviews issues and analyses in bilingual switching, or intercalation, and offers a topological model to represent the activity of code switching, sometimes under the same environmental conditions and with the same interlocutors. The topological notion of catastrophe is proposed as a means to model the various factors that influence code switching. This model was chosen because it is a means of explaining mathematically how discontinuities can occur as the result of continuously changing causes. Using this theory, a case might be made that under some conditions the same external circumstances may yield an utterance or constituent switch from one language, and soon thereafter the same kind of switch occurs from the other language. The work described here deals with the analysis of microscopic units (morphemes, phonemes, suprasegmentals) and macroscopic units (gestures, exchanges, entire speeches and conversational events). It invites further research, some developing a computer simulation of bilingual intercalation activity based on the input and output variables identified, and some engaging in empirical work to see if the input and output variables identified are operative in the real world. (Author/AMH)

ED 212 182 HE 014 518

Horowitz, Murray M.

Brooklyn College. The First Half-Century.

Report No.-ISBN-0-930-888-11-I

Pub Date-81

Note-271p.; Brooklyn College Studies on Society in Change No. 22.

Available from-Brooklyn College Press, New York, NY ($19.50).

Pub Type- Books (010) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-Activism, *College Environment, College Role, *Colleges, College Students, Curriculum Development, *Educational History, Higher Education, *Institutional Characteristics, Liberal Arts, Open Enrollment, School Community Relationship, Social Environment, War

Identifiers-*City University of New York Brooklyn College, Institutional History

The history of the first public co-educational liberal arts college in New York City, from 1930 to the present is examined as a reflection of American higher education during this period. Part 1, The Early Years,'' discusses how free education came to Brooklyn, life in the Borough Hall district, the academic scene, student movements, and the change from Borough Hall to Flatbush. Part 2, The Gideonse Era, 1939-1966,'' examines the college under the direction of Harry Gideonse, the changing ideas in academe, the student body, Communism and the staff, World War II and its aftermath, and the growth of the university with emphasis on the city university. The Interegnum, 1966-1969'' in the third part includes discussion of the storm that swept the campus with the Vietnam War, the peace movement, and minority access. Part 4, The Kneller Decade, 1969-1979,'' focuses on: the direction of John W. Keller; the changes in the concept of the college in the areas of: open admissions, new structure, new programs, and unrest; the everyday life of student and faculty on campus; and evaluation. Finally, The Old Order'' in part 5 offers a reflective summary on the university in the past and the possibilities for the future. The present president of Brooklyn, Robert L. Hess, asserts that in the future there will be more involvement with the community renewed faculty and student morale, and a clear focus on the mission of Brooklyn College in these changing times. (LC)

ED 211 675 CE 030 893

Thomas, Hollie B. Marangus, Mary Anna

A Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilingual Vocational Programs. Part 2: Cultural Barriers. Final Report, from March 1, 1980 to June 30, 1981.

Florida State Univ., Tallahassee.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date- 81

Note-82p.; For a related document see CE 030 892.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Bilingual Education, Cultural Background, *Cultural Differences, Culture Conflict, Educational Research, *Multicultural Education, Non English Speaking, Postsecondary Education, Questionnaires, Secondary Education, Surveys, Teacher Attitudes, *Vocational Education

Identifiers-*Culturally Different Students, Florida

A Florida study identified cultural barriers that may impede students of different cultures from learning in vocational classrooms. One questionnaire was mailed to 15 subjects outside Florida and used as an interview format for 35 personnel of Florida bilingual vocational programs. These participants who were monolingual or bilingual with students from cultures other than their own identified cultural barriers. A second questionnaire was administered to 21 bilingual instructors of students of similar background who indicated their belief as to validity of the identified barriers. Barriers identified as valid included: unrealistic expectations of what school provides; greater differences between individuals than between groups; conflicts due to different beliefs relating to differences in color, ethnic background, social status, religion; instructor belief that all students should adapt to Anglo'' culture; teacher expectations not understood by students; no translators for teachers who do not know target language; students discouraged by lack of understanding who become disruptive; students who see themselves as dumb when they do not remember what they learned the previous day; student responses based on culture that cause teacher to think student is stupid; and students' trying to adapt new and conflicting values, losing respect for family values, or resenting new values. (Instruments are appended.) (YLB)

ED 211 692 CE 030 924

Wessen, Paul D.

Development and Implementation of a Psychometric Instrument to Assess Job Versus Non-Job Related Motivational Strengths Among the Disadvantaged.

Nova Univ., Fort Lauderdale, Fla.
Pub Date-Sep 80
Note-71p.; Doctoral Thesis, Nova University.
Pub Type- Dissertations/Theses - Practicum Papers (043) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Child Caregivers, Demography, *Disadvantaged, Educational Needs, Employee Attitudes, Employer Attitudes, Inservice Education, Job Performance, *Motivation, National Surveys, *Psychometrics, Questionnaires, Socioeconomic Status, *Stress Variables, Surveys, Test Construction, *Work Attitudes
Identifiers-Private Sector

A practicum was conducted to design, implement, and evaluate an instrument measuring the relative strengths of task-and nontask-related motivation of child care employees. Designed for child care center employees and supervisors, the instrument consisted of a self-administered demographic checklist and 100 forced-choice pictorial items representing stressors commonly found on and off the worksite. It was administered to 278 employees and 50 supervisors in the private child care field throughout the United States. In addition, respondents were asked to indicate their interest in inhouse inservice training programs. Analysis of data from the instrument revealed that distraction by nonjob-related tensions was directly related to level of socioeconomic disadvantage. While employee mean scores did not indicate a preponderance of nonjob-related tensions, item analyses indicated a heavy weighting of transportation, shelter, and family problems. Included among other findings were the following: respondents from southern and eastern states displayed the highest distraction, employers obtained lower distraction scores than did employees; and neither group expressed significant interest in future inservice training programs. Responding employers considered the instrument helpful in understanding sources of employee stress. (MN)

ED 211 711 CE 030 966

Employment and Training Programs in the United States, 1981. Hearings Before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session (Indianapolis, Indiana, August 25-26, 1981). Part 2.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date-81

Note-686p.; Not available in paper copy due to small print. For a related document see CE 030 965.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Career Education, *Employment Programs, *Federal Legislation, *Federal Programs, Federal State Relationship, Financial Support, Hearings, *Job Training, *Policy, Program Administration, Program Design, Program Effectiveness, Program Evaluation, Secondary Education, State School District Relationship, Vocational Education

Identifiers-*Comprehensive Employment and Training Act, Congress 97th

This is a report of hearings held in Indianapolis, Indiana, on August 25 and 26, 1981, before the Subcommittee on Employment and Productivity on employment and training programs and the Comprehensive Employment and Training Act (CETA), which expires at the end of September, 1982. The focus of the hearings is examination of objectives of employment training policy and the relationship between federal, state, and local governments in funding, design, and administration of employment and training programs. Testimony includes statements and prepared statements from 40 individuals representing the Indianapolis Alliance for Jobs; Division of Vocational Education, State Department of Public Instruction (Indiana); Minority Economic Resource Corp.; Office of Employment and Training, Chicago, Illinois; Minnesota Prime Sponsor Association; Rural Minnesota Concentrated Employment Program, Inc.; Governor's Committee on Youth Employment; Illinois Occupational Information Coordinating Committee; Indianapolis Urban League, Inc.; Central Indiana Chapter of American Society for Training and Development; Indiana Women's Agenda for Action; Division of Vocational Education, State Department of Education (Ohio); Department of Labor (Michigan); National Association for Human Development (Indiana); Association of Indiana Employment and Training Administrators; National Center for Research in Vocational Education; Illinois CETA Directors Association; and various businesses and industries. Eighteen other prepared statements, reports, and letters are appended. (YLBO)

ED 211 728 CE 031 001

Bice, Garry R.

On Vocational Education Achieving Compliance with and Enforcement of the Provisions of Applicable Laws of the United States.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date- Oct 77
Contract-400-77-0076
Note-19p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Compliance (Legal), *Educational Legislation, Federal Aid, *Federal Legislation, *Federal Regulation, Law Enforcement, Laws, Standards, *State Departments of Education, State Programs, *Vocational Education

Statutory requirements in federal vocational education legislation with which state and local agencies must comply are exclusively process oriented. Most reactive, federal legislation encourages rigidity and inflexibility, since (1) laws, rules, and regulations are rigid with respect to processes and procedures that must be used; (2) the nature of the legislation limits its ability to be proactive; (3) strict compliance is easy due to concise prescriptive terms; (4) most compliance requirements relate to process only; and (5) compliance standards set program maximums that become the accepted rule. States have submitted plans in compliance with rules and regulations; enforcement of provisions, however, has been difficult. Legislation has had little apparent effect on compliance and enforcement. More prescriptive public laws and the ensuing rules and regulations for implementation have only made it more difficult for states to write plans in compliance with federal and state legislation. Current legislation appears to be directing vocational education toward greater federal control. Suggested legislative changes to alleviate compliance/enforcement concerns are changing focus from process to product, changing focus of administration at the national level from control to planning, and changing federal involvement from a catalyst to fertilizer effect. New legislation could consolidate all education and training programs. (YLB)

ED 211 832 CE 031 171

C.U.B.E. English/Vocabulary. Goals IV-V.

Monroe County Community Schools Corp., Bloomington, Ind.; Vincennes Univ., Ind.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.; Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-235p.; For related documents see CE 030 751; CE 031 167-168 and CE 031 170-173.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adult Basic Education, *Adult Programs, Behavioral Objectives, Capitalization (Alphabetic), *English Instruction, Form Classes (Languages), *Grammar, Guidelines, Instructional Materials, *Language Skills, Learning Activities, Pretests Posttests, Punctuation, Sentence Structure, Verbs, Vocabulary Development, *Vocabulary Skills, Word Lists, Writing Skills
Identifiers-Cambridge English Examinations, *CUBE System, Mott Basic Language Skills Program, Possessives

A part of the adult basic education (ABE) teaching/learning management system called CUBE (Continuity and Unity in Basic Education), this manual consists of a series of tests and guides for use in teaching English and vocabulary skills to ABE students. Among the tests provided in the manual are the Mott 1600 and Mott 1900 pretests and posttests, various Cambridge language tests, a vocabulary pretest, and base vocabulary mastery tests. Guidelines for using verbs, the verb be'', and possessives are set forth. Also provided are guide sheets for use with the program's two vocabulary texts. Topics addressed in the various tests include recognition of parts of speech, tense, subject-verb agreement, punctuation, capitalization, parts of a sentence, style and clarity, sentence structure, and prefixes and suffixes. (A project report describing the development of these materials as well as the other CUBE system instructional materials and manuals are available separately see note.) (MN)

ED 211 850 CE 031 271

Youth Conservation Jobs and Service A New National Corps? Report of a Conference (Washington, D.C., May 4-5, 1981).
Human Environment Center, Washington, D.C.
Spons Agency-George Gund Foundation, Cleveland, Ohio.
Pub Date-May 81
Note-41p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Adults, *Conservation (Environment), Disadvantaged Youth, Employment Programs, Federal Programs, Job Skills, Natural Resources, *Policy Formation, *Program Development, *Program Effectiveness, Public Policy, Young Adults, *Youth Employment, Youth Opportunities, Youth Programs
Identifiers-*Youth Conservation Corps

The Human Environment Center held a national conference on Youth Conservation Jobs and Service in May, 1981, in Washington, D.C., attended by approximately 100 representatives of minority, employment, youth, environmental, and national service interests. The conferees concurred that the Young Adult Conservation Corps (YACC) and the Youth Conservation Corps (YCC) have been notably cost-effective programs, producing benefits in urban and rural conservation and gains for youth that remain under-recognized in official circles and among the public. There was unanimous agreement that these programs should be continued, with certain improvements. The bulk of discussion concerned adjustments that would make youth conservation jobs and service increasingly beneficial to natural resources, communities, and youth, through efficiencies befitting aims of the present Administration. Participants achieved consensus on the following points: (1) youth conservation work and service programs are needed, both to stem backlogs of work that has been neglected and to give productive employment to otherwise idle youth; (2) a new national conservation corps should be formed from the present YACC and YCC programs; (3) the corps should have a primary mission or productive conservation, with youth employment and service as a close secondary mission; (4) traditional conservation work should be performed in both urban and rural areas; (5) funding should be increased for the states' administration of the youth corps projects; (6) all youths should be eligible, but recruiting youths from povery-level families should be emphasized; and (7) skills training should be provided for corps members. Summaries of conference speeches, the conference program, and a list of participants are included in the report. (KC)

Crocker, Jennifer And Others

Confirming and Disconfirming Information in Stereotyping.

Pub Date-Aug 81
Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, *Behavior Patterns, *Cognitive Processes, *Congruence (Psychology), Personality Traits, *Recall (Psychology), Social Cognition, *Stereotypes
Identifiers-*Situational Variables

The cognitive approach to stereotypes views stereotyping as a natural consequence of normal cognitive processes; therefore, information that is inconsistent with a stereotype is less likely to be remembered. To investigate this hypothesis an earlier experiment was replicated in three studies. Subjects received congruent or neutral information about a target person with one exception which was either congruent or incongruent with the impression and was attributed to either a situational or dispositional cause. Results demonstrated that incongruent behavior had an advantage in recall only when behavior was attributed to dispositional causes. When behavior was attributed to situational causes, incongruent information was no more likely to be recalled than congruent information. In addition, subjects preferred situational attributions for incongruent behavior and dispositional attributions for congruent behavior. The findings suggest that when confronted with behavior that does not fit their stereotypes, individuals may search for a situational attribution, thereby decreasing the likelihood of recall. (JAC)

ED 211 932 CS 006 439

Anders, Patricia L., Ed.

Research on Reading in Secondary Schools. A Semi-Annual Report. Monograph Number 7.

Arizona Univ., Tucson.

Pub Date-81

Note-98p.

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Classroom Techniques, Content Area Reading, English (Second Language), High School Students, *Reading Comprehension, Reading Improvement, *Reading Research, Reading Teachers, *Remedial Reading, Research Methodology, Research Problems, Secondary Education, Syntax, *Teacher Education, *Teaching Methods

This monograph is one in a series of semiannual reports on research related to reading in secondary schools. The six papers in the monograph deal with the following topics: (1) the effect of reading level on the retention of propositions by secondary school remedial reading students; (2) the ambiguity of the term significance'' in research, which necessitates some measure of association (correlation) in addition to statistical significance tests; (3) an analysis and a position statement on the training of teachers in secondary school reading; (4) an approach to analyzing reading comprehension that combines skills areas and concept level questions; (5) a basic teaching strategy (the language shaping paradigm) for improving language, comprehension, and thought; and (6) reading comprehension of anaphoric syntactic structures by bilingual Vietnamese high school students. (RL)

ED 211 953 CS 006 462

Costello, William P. J.

The Emergence of Reading Behavior.

Pub Date-Jan 82

Note-14p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (49th, Claremont, CA, January 14-15, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basal Reading, *Cognitive Processes, Elementary Education, *Language Experience Approach, *Reading Attitudes, *Reading Instruction, *Reading Materials, Reading Processes, Reading Programs

Reading instruction is on the verge of a shift to a new paradigm that will be based on a new understanding of cognitive processes and will include five important tenets: (1) the best way to promote the emergence of reading behavior is to use interesting story books; (2) the primary cause of reading problems is too much instruction, too much information, or premature information; (3) reading is not a subject but a natural behavior that will emerge if left to its own devices; (4) human beings are not blank slates that teachers can write'' reading on reading must be nurtured; and (5) rather than starting with extrinsic meanings in print and trying to make the learner turn it into speech, teachers should be starting with intrinsic meanings in speech and turning them into print. This approach is commonly referred to as the language experience approach,'' and is far more successful than the packaged reading programs from publishers or the regimented skills approach to instruction. The guiding principal of the new paradigm is that teachers must stop trying to invoke'' reading, and begin rather to evoke'' reading behavior. (HTH)

ED 212 078 EA 014 354

Fuller, Bruce Lee, Ginny

Toward More Human Schools: Exemplary Efforts in Self-Concept, Human Values, Parenting, and School Climate. A Report to the California Legislature.

California State Dept. of Education, Sacramento.
Pub Date-81
Note-56p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.75 prepaid; California residents must add sales tax).
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Demonstration Programs, *Educational Environment, Elementary Secondary Education, *Humanistic Education, Instructional Improvement, *Parenthood Education, *Self Concept, *Values Education
Identifiers-*California

The California Legislature asked the State Department of Education to identify good school programs in the areas of self-concept, interpersonal skills, and parenting. This report describes various ways schools have improved programs and extracts factors or elements common to all the improvement efforts. Reports of visits to 12 exemplary programs and schools are presented. Part 2 of the report briefly outlines general observations from the entire set of case studies. Part 3 then examines specific levels or paths for improvement and explores specific factors and curriculum areas. Part 4 reports the case studies and shows how implementation steps interact with local conditions to yield the unique content and organizational shapes of individual programs. Part 5 examines specific means for improvements teacher skills, collective participation and discussion by teachers and parents, and resources. Part 6 contains resource and networking information. (Author/MLF)

ED 212 143 FL 012 749

Pulido, J. Alex

ACABA: An Alternative for Underachieving Chicano Youth.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-9p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Academic Achievement, *Achievement Gains, *Affective Behavior, Bilingual Education, Cognitive Style, *Cultural Awareness, Humanistic Education, Junior High Schools, Junior High School Students, Learning Activities, Motivation, Secondary Education, *Self Actualization, Spanish Speaking, *Underachievement

Identifiers-*Bilingual Programs, *Chicanos

Project ACABA attempts to provide choices and alternatives for the students. Through its techniques and processes, students are provided instruments to search for their own identities, learn the skills necessary to rebuild damaged self-concepts, and to allow them the freedom to make their own choices, thereby allowing them to experience competence and improved self-worth. Confluent teaching seeks to integrate the cognitive and affective domains. The study described here was undertaken in Santa Barbara Junior High School (California) to determine if ACABA students would achieve more positive gains than those students who participate in the regular educational program. Two groups of 25 students in the project met daily for one class period for the total year, approximately 40 weeks. As much as possible, classroom learning activities were correlated with the objectives of ACABA. A concerted effort was made to draw learning experiences from the daily living needs of students, to develop pride in one's own cultural heritage, and to develop respect for other cultures. There seemed to be more favorable results for ACABA students than for the control group. (AMH)

ED 212 199 HE 014 659

Hixson, Bruce, Ed.

General College: Provider of Social Services.

Minnesota Univ., Minneapolis. General Coll.
Pub Date-81
Note-18p.
Available from-University of Minnesota, General College, Minneapolis, MN 55455.
Journal Cit-General College Newsletter; v28 n1 1981-82
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Articulation (Education), Bachelors Degrees, Basic Skills, *Behavior Modification, College School Cooperation, *College Students, Compensatory Education, *Correctional Education, Counseling Services, *Developmental Studies Programs, Economically Disadvantaged, Educationally Disadvantaged, Higher Education, High Risk Students, *High School Students, Internship Programs, Prisoners, School Orientation, Student Problems, Summer Programs, Tutoring
Identifiers-*University of Minnesota, *Upward Bound

Three programs in the General College of the University of Minnesota that provide direct social services as well as education to special populations are described: The INSIGHT Program available at Stillwater State Prison; and the Upward Bound and University Day Community programs both offered on the Minneapolis campus. According to Daniel F. Detzner, General College is one of several colleges involved with INSIGHT, which was initiated by inmates and continues to be administered by its founder and a staff of three inmates. It is a nonprofit corporation funded by contributions from more than 30 local businesses and foundations and has as its primary goal the achievement of the bachelor's degree for participants. Bruce Schelske, Sharyn Schelske, and Mary Haywood describe the Upward Bound project as a college preparatory program with an eight-week summer program and a less intensive school year program. The curriculum stresses basic skills and is individualized to meet each student's needs. An important part of the summer program is the bridge program, which introduces high school graduates to the college system. Among its various features are tutoring, stipends, and the use of behavioral modification techniques to motivate students to set and accomplish educational goals. According to Thomas M. Skovholt, Andrew F. Nelson, and Michael R. Rothweiler, the Day Community serves adolescents experiencing academic and/or social/family problems by combining academic studies, therapeutic education, group and individual counseling, experiential and art therapy, parent training, and many recreational activities. It also provides university students with internships and field experiences. (SW)

ED 211 745 CE 031 029

McFarlane, Carolyn Colby, Pamela G.

Resource Guide of Existing Entrepreneurship Materials. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-45p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100B, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Non-Classroom (055) - Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Abstracts, Annotated Bibliographies, *Business, *Educational Resources, Indexes, *Information Sources, Literature Reviews, Organizations (Groups)

Identifiers-*Entrepreneurship, *Small Businesses

This resource guide is a product of a research project whose goal was to create entrepreneurship training components for use in vocational instructional programs at the secondary level. Designed to accompany the 36 instructional modules, this resource guide lists all entrepreneurship materials identified during the literature review phase of the project. The guide includes both materials that were used specifically in writing modules and those that provided general background information. This guide is divided into five sections. The introduction explains the purpose of the literature review, describes search procedures and the review process, and describes the organization of the resource guide. The annotated references section includes abstracts of individual general entrepreneurship materials and describes small business series large collections of pamphlets or manuals developed by entrepreneurship-oriented organizations. The additional references section gives citations for general entrepreneurship (followed by a brief phrase giving the type of material and target population) and entrepreneurship applied to specific businesses (followed by the names of the specific businesses discussed). The institutions section lists mailing addresses for organizations involved in entrepreneurship. The index to business-specific reference lists specific businesses for which existing entrepreneurship materials have been identified. (CT)

ED 211 780 CE 031 064

Shapiro, Norma

Getting Down to Business: Secretarial Service, Module 18. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-90p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100L1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Secretaries

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a secretarial service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (type of work; type of customers; competition; special services; repeat business; legal requirements); choosing a location (what's the right spot); getting money to start (business description; business plan; statement of financial need); being in charge (hiring staff; communication; job descriptions; training staff); organizing the work (work order forms; work schedules; reference books); setting prices (break-even point; things that affect prices); advertising and selling (direct mail and personal contact; bulletin boards; goodwill); keeping financial records (how to bill; daily cash sheet); and keeping your business successful (profit/loss statements; profit ratios; how to raise profits). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

Sanderson, Barbara
Getting Down to Business: Plumbing Business, Module 35. Teacher Guide. Entrepreneurship Training Components.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-27p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison WI 53706 (Order No. ETC100PP2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, *Plumbing, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods
Identifiers-*Entrepreneurship, *Small Businesses

This is the thirty-fifth in a set of 36 teacher guides to the Entrepreneurial Training modules and accompanies CE 031 098. The purpose of the module is to give students some idea of what it is like to own and operate a plumbing business. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Plumbing Business; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 911 CG 015 704

Motomatsu, Nancy Patterson, Bobbie

Sex Differences and Brain Development: A Bibliography.

Washington Office of the State Superintendent of Public Instruction, Olympia. KNOW-NET Dissemination Project.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Grant-NIE-G-80-0021

Note-15p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, *Cerebral Dominance, *Children, *Cognitive Development, Creativity, Dyslexia, *Lateral Dominance, Motor Development, *Neurological Organization, Perception, Physiology, *Sex Differences, Spatial Ability

This bibliography cites references dealing with background material on the functions of the human brain and current research on sex differences in brain development. A list of 10 books published since 1974 is followed by a more extensive annotated bibliography of 29 articles, and a bibliography of 19 reports, complete with ERIC reference numbers and instructions for retrieving the documents. Sample forms and instructions for ordering ERIC documents are included. The articles explore such topics as sex differences in cognitive functioning, brain hemispheric differences, cultural differences in information processing, symmetry and perceptual comprehension of children, spatial ability, dyslexia, left- and right-handedness, creativity, and age differences. Many articles focus on research with children and the implications of such research results for educators. (NRB)

ED 211 995 CS 206 716

Mullins, June B.
Be Aware of Stereotypes and Bias When Developing and Evaluating Curricular Materials.
Pub Date- 78
Note-13p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bias, Disabilities, Elementary Secondary Education, Ethnic Stereotypes, *Evaluation Criteria, Guidelines, Higher Education, *Instructional Materials, *Labeling (of Persons), Sex Stereotypes, *Stereotypes, Textbook Evaluation

The nine guidelines offered in this paper serve as suggestions to teachers and other concerned individuals who want to ensure that the curricular materials at all educational levels are free of unnecessary stereotypes and bias. Adapted from criteria offered by the National Center on Education Media and Materials, the guidelines apply to illustrations, photographs, and printed materials that portray common themes that are stereotyped, such as aging, physical and psychological handicaps, religious minorities, and ethnic, racial, and sexual identity. The discussion under each guideline contains examples of how to apply the guideline and data in support of the guideline. (RL)

ED 212 017 CS 503 738

Falcione, Raymond L. Greenbaum, Howard H.

Organizational Communication: Abstracts, Analysis, and Overview. Volume 5.

American Business Communication Association, Urbana, Ill.; International Communication Association.

Report No.-ISBN-0-8039-1385-0 (pbk.)

Pub Date-80

Note-288p.

Available from-Sage Publications, 275 South Beverly Dr., Beverly Hills, CA 90212 ($32.50 cloth, $17.50 paper).

Pub Type- Books (010) - Reference Materials - Bibliographies (131) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies, Books, *Communication Research, Communication Skills, Doctoral Dissertations, *Group Dynamics, *Interpersonal Relationship, Literature Reviews, *Mass Media, *Organizational Communication, Organizations (Groups), *Research Methodology

Identifiers-*Interpersonal Communication

The objectives of this book are to provide a general structure for students, scholars, and practitioners to obtain comprehensive information on recently published and unpublished literature in and related to the field of organizational communication; to continue to develop a classification system for the literature of interest to that field; and to provide abstracts of that literature for the year 1978 in the form of annotated bibliographies. Following an overview chapter that discusses the nature of the organizational literature written in 1978, the second chapter of the book contains abstracts of approximately 400 books and dissertations, and the third chapter contains abstracts of more than 300 articles, papers, and United States government publications. The abstracts in each chapter are arranged into nine classifications: (1) interpersonal communication, (2) intragroup communication, (3) intergroup communication, (4) communication factors and organization goals, (5) skill improvement and training, (6) communication media, (7) communication system analysis, (8) research methodology, and (9) texts, anthologies, reviews, and general bibliographies. The book also contains an appendix that discusses research methods and limitations, and indexes for author, type of organization studied, and data collection methods used in the studies. (FL)

ED 211 869 CG 015 661

Russell, Roger A.

Hypnosis and Children's Learning Problems: A Review.

Pub Date- 80
Note-29p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Behavior Problems, *Children, Control Groups, Followup Studies, *Generalization, *Hypnosis, *Learning Problems, Literature Reviews, *Reading Difficulties, Research Design, Research Methodology, *Research Problems, Sampling

This article assimilates and critically reviews 10 reports between 1960 and 1980 in which hypnosis was used with non-retarded children, aged 6 to 17, who had learning problems. Studies are reviewed in terms of the major deficit focused on by the researchers, i.e., reading deficits, self-concept and academic achievement, academic behavior problems, and number reversals. Conclusions from the studies are emphasized, particularly the small number of investigations and the diversity of methodologies that create problems in drawing empirical conclusions that would generalize or withstand experimental replication. Methodological problems of the studies are discussed, focusing on control groups, random assignment of subjects, inadequate control of attentional and expectational factors, assessment of subject hypnotizability, and inadequate or nonexistant followup. This review notes that, in spite of these problems, hypnosis can facilitate improvement in reading ability, number reversal problems, and academic behavior problems. Results are discussed, suggesting that hypnosis may facilitate learning by reducing anxiety, increasing relaxation, improving concentration, and enhancing self-concept. Recommendations for future research efforts are also made. (Author/NRB)

ED 211 933 CS 006 440

Singer, Harry

The Great Educational Earthquake of 1981: Reallocation of Resources in California High Schools to Meet Minimal Competency Requirements: Was the Reallocation Necessary?

Spons Agency-California Univ., Berkeley. Inst. of Governmental Studies.
Pub Date-15 Jul 81
Note-18p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum Problems, *Educational Assessment, Educational Legislation, *Educational Quality, Elementary Secondary Education, *English Curriculum, *Minimum Competency Testing, *Remedial Programs, *State Programs
Identifiers-*California

Sections 51215-51217 of California's Educational Code require that school districts in that state provide remedial instruction to students who do not pass district-developed proficiency tests. As a result of this requirement, school districts have had to create remedial courses for some 100,000 students who did not pass one or more tests in reading, writing, and arithmetic. This meant that more than 4,000 remedial classes at a cost of approximately 12 million dollars had to be offered to 30% of the students. English and mathematics teachers who had been teaching electives and advanced courses for college preparatory students found themselves reassigned to teaching proficiency classes. School districts also used funds to offer proficiency classes in summer school. Educators have begun to worry that this will lead to the trivialization of the high school curriculum without significantly improving the performance of the remedial students, since no evidence has yet been produced showing that remedial classes are more effective than regular classes in improving students' abilities. Faced with these problems, school boards need to reconsider their proficiency testing programs by asking the state to determine what minimal competency is in the adult community and by making sure that the content and processes assessed by their tests represent parts of the curriculum actually taught in their schools. (FL)

ED 211 975 CS 206 689

Baghban, Marcia
Language Development and Early Encounters with Written Language.
Pub Date-Nov 81
Note-24p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Case Studies, *Child Development, Child Language, Cognitive Processes, Developmental Stages, *Language Acquisition, *Language Research, Learning Theories, *Oral Language, Reading, Writing (Composition), Young Children
Identifiers-Reading Writing Relationship, Schemata

The language development of one child was examined from birth to three years of age in order to map the similarities and differences in the acquisition of oral language, reading, and writing skills. The study also sought to provide insight into why learning to read and write are not as naturally easy as learning to talk. Data were collected by tape recording daily the child's oral language, making transcripts of interactions between the child and the researcher, and keeping a log of time spent by the child in interaction, which was complemented by monthly half-hour videotapes and one-hour cassettes of oral language and reading. Books, reading interests, writing and drawing samples, play equipment, and activities were catalogued chronologically. The following observations were made after analyzing the data: (1) early reading and writing demonstrate communicative intent, (2) language learning is easier with a responsive model who gives immediate feedback in a predictable environment, (3) the language arts are interdependent support systems, (4) the language learner directs his or her own learning, (5) both reading and writing require developmental definitions, and (6) readiness'' is an inappropriate term in developmental literacy. The study concluded that, given an encouraging environment with proficient language models, even the very youngest member of a literate society uses semantic intent to intuitively separate storytelling, story reading, writing, and drawing as interdependent support systems bound by their respective discourse contexts. (RL)

ED 212 058 EA 014 331

Baker, Carol E.

Self-Renewal and the Life Cycle: Implications for Men and Women in Administration.

Pub Date-Aug 81
Note-25p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Education, Educational Administration, Faculty Advisers, *Graduate Students, Higher Education, Individual Development, *Mentors, Professional Development, *Sex Differences, *Student Teacher Relationship

Studies of the adult life cycle indicate three identifiable transitional periods within working years in which one must reexamine and renew the direction of life and work. However, research findings indicate the timing and tasks of these vital transitions differ widely for men and women. These findings hold implications for individual and family stability and for sponsorship of persons entering educational administration. Research results repeatedly emphasize the importance of the mentor in career development during the learner's twenties and early thirties. Professors of graduate students need to be cognizant of their potential importance as mentors in supporting capable students' career drives, and need to develop a sensitivity to students' progress in the life cycle. Life-cycle studies emphasize the differences in male and female development. If graduate women students are to achieve high ranking positions in educational administration, special support services are indicated for development of traits commonly associated with being male. For students seeking renewal through administrative programs, experiential learning situations can be vital vehicles for growth. Particularly interesting are internships or apprenticeships and self-directed learning. (Author/MLF)

School Hearing Test Program.

Environmental Protection Agency, Washington, D.C. Office of Noise Abatement and Control.

Pub Date-79

Note-25p.; Materials listed in table of contents as inside back cover'' are not included with this document.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Auditory Tests, Elementary Secondary Education, *Hearing Impairments, *Prevention, *Program Implementation, Records (Forms), *Screening Tests

The document offers guidelines for administration of the Hearing Test Noise Education Program, a program to teach students the harmful effects of excessive moise on their hearing and learning ability. Section 1 outlines the program strategy in terms of program initiation, suggested program coordination, suggested coordinator's responsibilities, staff resources, and evaluation. A second section contains suggested letters from the superintendent of schools to key people involved in the Hearing Test Education Program, and a third section offers a suggested press release. A form for evaluation of program effectiveness makes up Section 4. A final section for teachers includes background materials for making presentations on noise and health and a true-false quiz. (SB)

ED 212 122 EC 141 543

Willings, David

Some Problem Areas in the Career Development of the Gifted and Talented.

Pub Date-Dec 81

Note-27p.; Paper presented at the CEC/TAG National Topical Conference on the Gifted and Talented Child (Orlando, FL, December, 1981).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Choice, Career Counseling, *Career Development, *Career Guidance, Elementary Secondary Education, *Gifted, Job Satisfaction, *Talent, *Vocational Interests

The author discusses problems of career choice and career development for all students and for gifted and talented students in particular. He reports on a followup study of 20 gifted students. Reasons for unsatisfactory career choices include false images of the job and hidden factors associated with the job. Gifted employees face numerous difficulties, including dislike by their employer, a need for challenges that makes many tasks seem trivial, and frequently an inability to fit in with the organization. Difficulties in vocational assessment arise because of wide and changing interests. Fear of failure can lead to dissatisfaction and anxiety with career choices as well as with leisure pursuits. Counselors can help by involving students in structured study of job requirements, providing simulation exercises, and enlisting the assistance of parents. (CL)

ED 212 163 FL 012 769

Padilla, Raymond V.

A Framework for the Analysis of Bilingual Education Public Policy in the U.S.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-16p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Bilingual Education, Educational Policy, Language Planning, *Policy Formation, *Public Policy

The advancement of a theory of bilingual education that has to do with the elaboration of conceptual and analytic frameworks for the purpose of describing, interpreting, and understanding the essential underlying principles and elements of bilingual education is needed as a foundation for policy formation. This paper aims to construct a framework that will facilitate understanding of the processes involved in formulating bilingual education public policy in the United States. A triad of components is proposed as a meta-framework'' public policy, theory, and technology. Five specific elements are then examined as they relate to the meta-framework (federal courts, the U.S. Congress, state legislatures, the mass media, and bilingual communities). Finally, tentative principles are proposed that may govern, or at least influence, bilingual education policy formation. (AMH)

ED 212 183 HE 014 523

Ball, Harold E.

The College Store of the 1980's: Meeting the Challenge.

Report No.-ISBN-0-917974-64-6
Pub Date-81
Note-114p.
Available from-Professional Development Support, 1305 Stafford Street, DeKalb, IL 60115 ($7.95), quantity discounts).
Pub Type- Books (010) - Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accounting, Administrative Principles, Check Lists, *College Stores, Delivery Systems, Employment Practices, Equipment, Higher Education, *Merchandising, Operating Expenses, Public Relations, Purchasing, *Retailing

Approaches to help achieve a professional college store operation in the 1980s are outlined for the benefit of the college store staff member, supervisor, or manager, as well as administrators responsible for the review of the college store. The following areas are addressed: objectives of the service, organization, equipment and layout, the service that the customer sees, what goes on behind the scenes, chart of accounts, forms for the college store, means of evaluation, some research findings, whether the service should be in-house or through contract, the manager, and recognition and salaries. Specific topics include: basic store needs sales, storage, and office; equipment to cut expense and improve service; books as educational tools; text and nontext books; general merchandise lines; special services; branch operations; purchasing control; customer policies; accounting and cash handling procedures; internal controls; staff training programs; the policy, staff, and procedure manuals; measuring effectiveness; operating statements; customer surveys; complaint evaluation; budgeting for retail needs; accrual versus fund accounting; the place of the store in the university organization; and reporting lines and controlling factors. Appended materials include: sample bookstore policies and procedures; sample staff manuals and job descriptions; guide to bookstore services for faculty; and checklists pertaining to leasing, inventory, finances, personnel, and public relations. (SW)

ED 211 676 CE 030 898

Austin, M. Carter

Three-Tier Vocational Education Program. A Report of Results and Approach.

Duplin County Board of Education, Kenansville, N.C.

Spons Agency-North Carolina Governor's Office, Raleigh.

Pub Date- 81

Note-61p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 1981).

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Articulation (Education), Blacks, Community Colleges, *Disabilities, Dropout Prevention, *Economically Disadvantaged, *Employment Programs, High School Graduates, High Schools, High School Students, Job Placement, Job Skills, Minority Groups, Part Time Employment, *Program Effectiveness, Student Employment, Technical Institutes, *Vocational Education

Identifiers-*North Carolina (Duplin County)

The Three-Tier Vocational Education Program serves economically disadvantaged and handicapped high school students in Duplin County, North Carolina. It is designed to assist these students in developing job-seeking, job-getting, and job-keeping skills in a partnership with high schools, James Sprunt Technical College, and the employing community. The program showed the following positive results for the 1979-80 and 1980-81 school years: (1) workers trained to better meet the job requirements of employers; (2) placement of more than 600 youth in summer and/or part time jobs; (3) improved attendance in Duplin County Schools; (4) improved achievement on the part of students participating in the Three-Tier program; (5) reduction in the school dropout rate in Duplin County, especially among those in the Three-Tier program; (6) college credit for many high school seniors participating in the program; (7) increased enrollment in the James Sprunt Technical College, (8) placement of at least 95 percent of the graduating seniors who participated in the program in jobs or higher education; and (9) increased cooperation with other agencies, the community, and employers. It was recommended that the model developed in the Three-Tier program be refined and implemented in other areas of the state, and that articulation between high schools and community colleges be further studied. (Appended materials include educational resources, linkage examples, and a script for a slide presentation of the Three-Tier program.) (KC)

ED 211 693 CE 030 928

Watson, Robert, Jr.

Vocational Education and Productivity.

Pub Date-4 Dec 81

Note-13p.; Paper presented at the Annual Convention of the National Association of State Directors of Vocational Education (63rd, Atlanta, GA, December 4, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Employee Attitudes, Employment Potential, *Industry, Job Skills, *Labor Force Development, *Productivity, School Business Relationship, *Vocational Education, *Work Attitudes

Vocational education can contribute to an improved United States productivity by producing an effective work force. People together with technology are two major factors in improving productivity, and they must be integrated. Industry is in the forefront of the efforts to improve productivity. It has encouraged management in long-range strategic planning, adopted the concept of quality circles, started to use robotics, and included in the overall productivity improvement program assessment centers, performance appraisals, and supervisory skills training programs. Effects from these efforts will not appear for at least a decade. Work in the area of the people tomorrow's work force should show results much sooner. Vocational education should adopt a pro-active innovative approach to producing new workers. An absolute must is development of a rapport/relationship with industry and business. The people responsible for business/industry liaison should learn the language and be able to provide feedback for designing programs based on real needs. Since the worker is also being acknowledged as a person and contributing member of the team, basic employability skills training is even more important. (YLB)

Rassen, Rachel L.
Getting Down to Business: Travel Agency, Module 9. Teacher Guide. Entrepreneurship Training Components.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Apr 81
Contract-300-79-0535
Note-34p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100Z2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, Teaching Methods
Identifiers-*Entrepreneurship, Small Businesses, *Travel Industry

This is the ninth in a set of 36 teacher guides to the Entrepreneurship Training modules and accompanies CE 031 046. Its purpose is to give students some idea of what it is like to own and operate a travel agency. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Travel Agency; Choosing a Location; Getting Money to Start, Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 798 CE 031 082

Colby, Pamela G.

Getting Down to Business: Guard Service, Module 27. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-90p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100GG1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Security Personnel, *Service Occupations

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating a guard service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are planning your business (services, customers, competition; personal qualities, how to compete well; legal requirements); choosing a location (customers nearby; area; space; building; rent); getting money to start (business description; statement of financial need; meeting with loan officer); being in charge (hiring; matching people and tasks; training); organizing the work (work orders; work schedules); setting prices (costs for supplies and workers; demand for services; competition; operating expenses; profit); advertising and selling (plan your advertising; ways to advertise; people'' ads; how to design printed ads); keeping financial records (customer billing form; daily cash sheet); and keeping your business successful (keep track of profits; changing your business to increase sales). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

C.U.B.E. Learning Disabilities. Goal VI. A Reading Program for Adult Basic Education, 0-6 Grade Students. Book 1 of Three Books in This Program.

Vincennes Univ., Ind.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-437p.; For related documents see CE 030 751, CE 031 167-168 and CE 031 170-173.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Adult Basic Education, *Adult Reading Programs, Cognitive Measurement, Cognitive Tests, Diagnostic Tests, Diaries, *Individualized Instruction, *Learning Disabilities, Program Descriptions, Reading Diagnosis, *Reading Instruction, *Reading Programs, Reading Skills, Skill Development, Teacher Attitudes, *Teaching Experience, Teaching Methods

Identifiers-*CUBE System, Frances Early Approach, Neurological Impress Method, Prime O Tec Reading Method, Sullivan Programmed Reading Series, Visual Auditory Tactile Kinesthetic Approach

A part of the adult basic education (ABE) teaching/learning management system called CUBE (Continuity and Unity in Basic Education), this volume contains information for use in implementing reading programs for ABE students with learning disabilities. It consists of two notebooks. Included in the first one are an overview of the program; testing information on cognitive mapping and learning disabilities; and five sections on multimodality teaching methods/adaptations for use with new readers (the Frances Early Approach, the Sullivan Program, the Neurological Impress Method, the Prime-O-Tec Reading Program, and the VAKT or Visual-Auditory-Tactile-Kinesthetic Approach). Presented next are diaries recording the experiences of four project staff in teaching reading to adult students with learning disabilities. (A project report describing the development of these materials as well as the other CUBE system instructional materials and manuals are available separately see note.) (MN)

ED 211 891 CG 015 684

Lord, Robert G.

Heuristic Social Information Processing and Its Implications for Behavioral Measurement: An Example Based on Leadership Categorization.

Pub Date-Aug 81

Note-30p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Information Analyses (070) - Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns, *Cognitive Processes, *Cognitive Style, Evaluation Methods, *Leadership Styles, Models, Psychometrics, *Recall (Psychology), *Research Methodology, Social Cognition, State of the Art Reviews

Identifiers-*Encoding

Behavioral measurement using untrained organizational members as raters is highly dependent on heuristic or automatic processes. Such processes direct attention, simplify encoding and storage, and guide recall of behavioral information by using pre-existing schema to simplify processing; however, such processing results in systematic rather than random measurement error. Data from four previous studies of implicit leadership theories illustrate the effects of automatic processing guided by category prototypes on behavioral ratings. Results show that the effects on LBDQ (Leader Behavior Description Questionnaire) ratings of both behavioral information and bogus performance feedback depend on the prototypicality of a particular LBDQ item to the category leader.'' Thus, automatic processing creates several potential problems pertaining to the conduct of scientific research in industrial/organizational psychology, including: (1) the use of empirical data generated by naive human observers; (2) an over-estimation of the consistency in human behavior; (3) the inability of psychometric theory to identify or correct systematic errors; (4) the intercorrelation of behaviors and of traits from the same source; (5) the manipulation of certain factors by researchers to control schema; and (6) the differences of automatic and controlled processing. (Author/JAC)

ED 211 954 CS 006 463

Waller, Robert

Three Functions of Text Presentation. IET Notes on Transforming 2.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
Pub Date-Mar 77
Note-9p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Style, *Design, Designers, *Editing, Higher Education, *Instructional Materials, *Layout (Publications), *Reading Processes, *Textbook Preparation

There are several reasons why the Open University (Great Britain) should define the teaching objectives of their text editors and designers and how they can best be achieved including the wide range of student abilities and the allocation of resources. A model of the functions of textbook design and editing would help provide a basis for an editorial house-style more suited to the university's special problems. Such a model would consider three basic areas: the enabling function the physical and psychological features of the volume itself; the aesthetic function features such as illustrations, color, quality paper, and durable binding; and the access function the organization or structure of the information that allows retrieval and helps form an effective reading strategy. The need for access structure is often ignored, but research evidence in the areas of learning styles, the way efficient readers read, and student workload favors the selective

reading such a structure allows. Most of the university's texts are too long for students to read in the time allowed. The access structure provides a way for students to allocate their time efficiently. An access structure that truly reflects the content, structure, and purpose of the text would be the product of textbook editing and design based on the university's teaching objectives. (HTH)

ED 211 996 CS 206 717

Robertson, Linda R.

Stranger in a Strange Land, or Stimulating Faculty Interest in Writing Across the Curriculum.

Pub Date-Jul 81

Note-15p.; Paper presented at the Annual Meeting of the Wyoming Conference on Freshman and Sophomore English (10th, Laramie, WY, July 6-10, 1981).

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Change, Change Strategies, *Cooperation, Faculty Development, Higher Education, *Interdisciplinary Approach, *Participation, Teacher Attitudes, *Teacher Motivation, *Teacher Role, Writing (Composition), *Writing Instruction

Identifiers-*Writing across the Curriculum

All writing-across-the-curriculum programs have one common feature: they require that composition faculty approach and enlist the cooperation of faculty in other disciplines. To help in this regard, the following recommendations have been made to writing faculty directing interdisciplinary programs: (1) survey the faculty, either through the objective survey or interview methods, to note the faculty members' conceptions of how writing connects with thinking and learning; (2) legitimize one's ideas by using outside consultants outside authority'' figures impress on faculty the validity of what one intends to do with one's writing program; (3) lift the veil of secrecy surrounding one's function as a writing instructor through techniques such as the use of referral slips to inform faculty of times their students seek assistance on writing projects and to note what faculty can do to assist in student writing improvement; and (4) seek advice from the faculty, since establishing a faculty advisory committee on writing in the curriculum is an effective tactic that gets selected faculty members more involved in writing-across-the-curriculum programs. (RL)

ED 212 038 EA 014 284

Cohen, Uriel And Others

Mainstreaming the Handicapped: A Design Guide.

Wisconsin Univ., Milwaukee. School of Architecture and Urban Planning.

Report No.-WU-R79-5

Pub Date-Jun 79

Note-70p.

Available from-Publications in Architecture and Urban Planning, Center for Architecture and Urban Planning Research, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201 ($5.00 prepaid).

Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Accessibility (for Disabled), *Architectural Programing, Architectural Research, Court Litigation, *Design Requirements, *Disabilities, Educational Facilities Design, Elementary Education, *Facility Requirements, Interior Space, *Mainstreaming, Normalization (Handicapped), Physical Environment, Student Needs

Identifiers-Education for All Handicapped Children Act

A user-based research and programing process was undertaken to identify environments supportive of mainstreaming handicapped students. This report first describes the range of strategies that have been developed to implement mainstreaming programs in public schools, then develops a guide for designers to help them understand the educational and developmental needs of handicapped children. Types of handicaps, their incidence, and their nature are explained. The identified critical design principles for mainstreamed schools were derived from a review of the scientific and professional literature and behavioral observations and interviews. The report then presents a set of 18 design principles for the programing and design of environments for mainstreaming, each with supporting research-based arguments and detailed criteria. Drawings accompany the design criteria and a bibliography concludes the report. (Author/MLF)

ED 212 079 EA 014 355

Guide for Reviewing School Program Compliance, 1981-82.

California State Dept. of Education, Sacramento.
Pub Date-81
Note-53p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (free).
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Compliance (Legal), *Educational Assessment, Educational Quality, Elementary Secondary Education, *Federal Legislation, *Federal Regulation, Records (Forms), *State Legislation
Identifiers-*California

This document provides instructions for filling out the Compliance Summary Form for Program Reviews, which is used at elementary and secondary school sites to determine compliance with federal and state laws and regulations. All schools receiving consolidated application program funds are required to conform to the standards specified in this document. School program review teams use this instrument to determine program compliance. Schools and districts are also encouraged to use the instrument as an ongoing planning tool. There are 64 compliance items that follow the sequence of instruction, instructional support, and improvement process. Some of the items included are compensatory education, bilingual education, special education, and Native American students. A section of the instructions consists of operational statements and questions to guide the reviewer in making compliance determinations. Ways for approaching the issues through documentation, interviews, student work, and observations are listed. This is followed by the screening items organized in the above sequence. After each compliance item a key to legal references is listed in parentheses. The four appendices contain the official forms to be completed by the program reviewers. (Author/MLF)

ED 212 144 FL 012 750

Simoes, Antonio, Jr.

Data Banks Revisited: The Use of Informational Systems in a Multilingual-Multicultural Environment.

Eastern Michigan Univ., Ypsilanti.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-16p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.
Available from-Not available separately. See FL 012 738.
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Biculturalism, *Bilingualism, Bilingual Students, *Cross Cultural Studies, Databases, Elementary Education, Ethnic Groups, *Information Systems, *Portuguese Americans, *Values
Identifiers-Kluckhohn Inventory

The focus of this paper is the inquiry of bilingual children (Portuguese-English) and monolingual children (Portuguese) as they study a community with which they are unfamiliar. The setting was a data bank that was adapted to provide bilingual and monolingual children with a great deal of information about a community in the United States. Data banks were used because they provided a structure for mapping the course of the children's cognitive behavior as they worked towards problem solutions. In the first part of the study, the Kluckhohn Inventory was used to identify value orientations of the children. The second part of the study used an inventory derived from the Kluckhohn model for analyzing differences in the orientations in monolingual and bilingual populations. The general design of the study focused on four general questions related to ethnic differences as children deal witn society, and four general questions related to the Kluckhohn model. The findings of the research task are discussed and presented in tables. One result seemed to indicate that culture and chronological age might be variables that determine value orientations in the Kluckhohn Inventory. Results are discussed in terms of construction of new retrieval systems based on cultural differences. (AMH)

ED 211 712 CE 030 967

Miller, Ann R., Ed. And Others

Work, Jobs, and Occupations: A Critical Review of the Dictionary of Occupational Titles.''

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Report No.-ISBN-0-309-03093-5

Pub Date-80

Grant-DOL-21-11-77-35

Note-452p.

Available from-National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418 ($14.50).

Pub Type- Books (010) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Book Reviews, Editing, Employment Services, *Evaluation Criteria, Evaluation Methods, Federal Programs, Guides, *Job Analysis, *Occupational Information, Program Effectiveness, Quality Control, Summative Evaluation, Task Analysis

Identifiers-*Dictionary of Occupational Titles

This book presents the methods and findings of a critical review of the Dictionary of Occupational Titles'' (DOT) published by the United States Department of Labor. Following an introduction to the scope of the study in the first chapter, the book describes the study and its results in eight following chapters. Chapter 2 contains a detailed description of the current edition of the DOT to suggest to readers the nature of the document. Chapters 3 and 4 describe the ways that the DOT and associated materials are used inside and outside the Department of Labor Employment Service. Chapters 5 and 6 describe how the DOT is produced: Chapter 5 focuses on the organization of the occupational analysis program of the Employment Service, the unit charged with producing the DOT, and Chapter 6 describes the process by which the current edition was created. Chapters 7 and 8 evaluate the DOT: Chapter 7 focuses on the adequacy of the data it contains, and Chapter 8 discusses the DOT and other classification systems as tools for assessing the similarity of occupations. Chapter 9 presents the committee's conclusions and recommendations. In addition to the nine chapters of the report, eight appendixes provide data or detailed analysis of specific topics. (KC)

ED 211 729 CE 031 004

Urban, Wayne J. Starratt, Charles A.
Vocational Education in the Atlanta Schools.
Georgia State Univ., Atlanta.
Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.
Pub Date- 80
Note-81p.
Pub Type- Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Attitudes, Blacks, Demography, *Educational History, *Educational Needs, *Educational Policy, *Educational Practices, Educational Trends, Education Work Relationship, Elementary Secondary Education, Employment Practices, Enrollment, Enrollment Trends, Minority Groups, Outcomes of Education, Postsecondary Education, Program Descriptions, *Program Effectiveness, Racial Discrimination, School Community Relationship, School Districts, Sex Discrimination, Teacher Attitudes, Teacher Education, Trend Analysis, *Vocational Education
Identifiers-*Georgia (Atlanta), Vocational Education Study

A study focusing on vocational education in the Atlanta schools reveals that while vocational education in the Atlanta public schools has a long history, full-fledged job training was quite late in coming to Atlanta's high schools. With the onset of desegregation in the mid-1960s, several new projects were initiated to enhance vocational education on the elementary and secondary levels. However, statistics affirm that even today vocational education should be a stronger alternative for Atlanta's students than it is. Among the reasons for this state of affairs are the following: lack of uniform and adequate procedures for hiring and training teachers; lack of federal, state, and local agreement over the immediate purpose of vocational education in high schools, and segregation of vocational programs in inner-city areas. In addition, female and black enrollment statistics and local administrator and teacher attitudes reinforce skepticism of the the state's committment to sex and race equity. On-site visits to several Atlanta schools and interviews with school teachers and administrators support the notion that while vocational education programs get a fair share of Atlanta's educational budget, they do not get full support in terms of recognition and leadership. (MN)

ED 211 781 CE 031 065

Shapiro, Norma

Getting Down to Business: Secretarial Service, Module 18. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-27p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100L2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Secretaries, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the eighteenth in a set of 36 teacher guides to the Entrepreneurial Training Modules and accompanies CE 031 064. Its purpose is to give students some idea of what it is like to own and operate a secretarial service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Secretarial Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

ED 211 816 CE 031 100

Sanderson, Barbara

Getting Down to Business: Air Conditioning and Heating Service, Module 36. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-May 81

Contract-300-79-0535

Note-86p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100JJ1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Air Conditioning, *Business Administration, *Business Education, Business Skills, Financial Support, *Heating, Learning Activities, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Service Occupations

Identifiers-*Entrepreneurship, *Small Businesses

This module on owning and operating an air conditioning and heating service is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are: planning your business (services, customers, competition; personal qualities; legal requirements); choosing a location (customers; competition; personal considerations; selecting a specific location); getting money to start (information needed to get a business loan; financial information); being in charge (tasks; selecting staff; keeping people happy); organizing the work (work orders; scheduling; time planning); setting prices (acceptable to customers; in line with competition; components of price; establishing a price); advertising and selling (customer needs; advertising and promotion; selling and customer relations); keeping financial records (importance of financial records; customer billing; daily cash sheet); and keeping your business successful (profit and personal satisfaction; profit/loss statement; how to increase profits). A summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 851 CE 031 276

American Industrial Arts Student Association Advisor's Handbook.

New Mexico State Dept. of Education, Santa Fe.
Pub Date-Aug 80
Note-43p.

Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides, Counselor Role, Educational Resources, *Guidelines, *Industrial Arts, Organizational Development, Organizational Objectives, Planning, *Program Development, Program Implementation, Secondary Education, Student Behavior, *Student Organizations, Student Participation, Two Year Colleges, Vocational Education
Identifiers-*Advisor Role, *American Industrial Arts Student Association, New Mexico

This handbook is designed to give present and potential advisors the background information and organizational procedures necessary for establishing and implementing chapters of the American Industrial Arts Student Association (AIASA) in New Mexico. The handbook is organized into three sections. Section 1, the Introduction, explains AIASA's mission and objectives and its history, and provides an overview of its activities. In section 2, the role and duties of an AIASA chapter advisor are spelled out, while procedures for establishing an AIASA chapter are detailed in section 3. Appended materials include a bibliography, list of resource and audiovisual materials, instructions for conduct, dress, and voting, criteria for state officer candidates, a personal liability form, Internal Revenue Service tax-exemption form, and a sample New Mexico tax exempt certificate. (KC)

ED 211 912 CG 015 705

Snellman, Lynn A. And Others

Psychology as Field Experience: Impact on Attitudes Toward Social Interventions.

Spons Agency-National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date-Aug 81
Grant-NIMH-MH29160
Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change, College Students, *Delinquent Rehabilitation, Experiential Learning, *Field Experience Programs, Higher Education, *Intervention, Nontraditional Education, Psychology, *Student Attitudes, *Student Experience

An innovation in the teaching of undergraduate psychology courses is the implementation of a field experience that gives students the opportunity to apply newly learned skills and knowledge in a community setting. Changes in undergraduates' attitudes toward various delinquency interventions were examined as a result of participation in a psychology field experience aimed at diverting delinquent youth from the juvenile justice system. Training for the field experience consisted of formal course enrollment in which the techniques of behavioral contracting and child advocacy were taught. The field experience consisted of undergraduates working 6 to 8 hours a week for 18 weeks with a delinquent youth. Participating undergraduates (N 16) completed the Delinquency Orientation Scale (DOS) before and after their field experience. A nonparticipant control group (N 36) also completed the DOS at similar times. The DOS was used to measure undergraduates' attitudes towards four types of social intervention applicable to delinquent youth: a punitive orientation, an individual treatment orientation, general social reform, and radical non-interventions. Results indicated that field experience participants' endorsements of individual treatment orientations significantly decreased more than nonparticipating students over time. The findings suggest that an extensive field experience can be an effective teaching strategy. (Author/NRB)

ED 212 100 EC 141 503

Teaching Research Infant and Child Center, Monmouth, Oreg.
Pub Date-Jun 81
Note-6p.
Journal Cit-Teaching Research Infant and Child Center Newsletter; v9 n4 Jun 1981
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Deaf Blind, *Models, Program Descriptions, Secondary Education, *Severe Disabilities, *Vocational Education

The newsletter describes the development of a vocational training model for severely handicapped and deaf blind adolescents. The need for innovative vocational models in the secondary school is discussed. Three stages of the vocational training model are presented assessment in five job samples (food service, groundskeeping-agriculture, janitorial-maintenance, office-clerical, recycling); extensive training in two of the five samples; and training resulting in long term employment. The role of the vocational trainer is seen to include training the teacher, the teacher's assistant, and student volunteers to carry out the direct training; updating program data; scheduling future placements; identifying Stage 2 and 3 placements; and observing the teacher, assistant, and volunteers as they conduct vocational training. (SB)

ED 211 746 CE 031 030

McFarlane, Carolyn
Getting Down to Business: What's It All About? Module 1. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-May 81
Contract-300-79-0535
Note-152p.; For related documents see CE 031 026-101 and CE 031 324.
Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison WI 53706 (Order No. ETC100C1, $20.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Money Management, Recordkeeping, Salesmanship, Secondary Education
Identifiers-*Entrepreneurship, *Small Businesses

This module, first of a series of 36, contains a general overview of small business ownership and what it involves. In the first unit, the student is presented with a case study. This is followed by a definition of small business, kinds of small businesses, life as a small business owner, and personal qualities that small business owners should have. Learning activities are divided into individual activities, discussion questions, and a group activity. Other units discuss planning a small business, setting up a small business, choosing a location, getting money to start, being in charge, organizing the work, buying and keeping track of supplies, setting prices, advertising and selling, keeping financial records (revenues and expenses), making sure you have enough cash, keeping your profits high, and keeping your business successful. Each unit contains a case study, discussion of the unit subject matter, and learning activities. A module summary and quiz complete the document. (A teacher's guide is available for this module.) (CT)

ED 211 870 CG 015 662

Ganellen, Ronald Blaney, Paul H.

A Cognitive Model of Depressive Onset.

Pub Date-Aug 81
Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Style, *Depression (Psychology), *Learning Processes, Literature Reviews, Memory, Models, *Morale, Personality Problems, *Self Concept, *Self Control
Identifiers-*Moods

A model drawn from recently expanding research literature is presented to clarify the process involved in the development of clinical depression. A body of literature is reviewed that deals with information processing, specifically memory, which relates to the selective recall of negative experiences clinically seen in depressives. A second body of research dealing with the role of self-awareness is also reviewed. The impact of self-awareness on the amplification of the negative effects of low self-esteem is considered. Conclusions are offered, including that the negative effects of self-awareness occur only with a negative expectancy. The importance of schemes is also discussed. (JAC)

ED 212 123 EC 141 544

Krause, Claire S.

Pottery Instead of Science? One Project's Answer to the Programming Dilemma. Programming in Creative Arts.

Pub Date-4 Dec 81

Note-10p.; Paper presented at the CEC/TAG National Topical Conference on the Gifted and Talented Child (Orlando, FL, December, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ceramics, Creative Activities, *Creative Art, *Creative Development, Elementary Education, Enrichment, *Gifted, *Talent

Creative arts programing for gifted and talented elementary students has incorporated academics (ecology, mathematics, history, genealogy, computer science, and independent research) into activities such as puppetry, creative drama, storytelling, dance, music, pottery, and poetry. The arts classes have been popular with students, parents, classroom teachers, and administrators. Advantages of pottery instruction specifically, include its inexpensiveness and its attraction to both sexes and all ages. (CL)

ED 212 164 FL 012 770

Bell, Frank E.

An Introduction to Interscript An Experiment in International Communication and Language Learning.

Pub Date-Nov 81

Note-22p.; Paper presented at the ARELS Conference (Amsterdam, Netherlands, November 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Artificial Languages, Communication (Thought Transfer), Grammar, *Ideography, Pragmatics, Second Language Instruction, Semantics, Vocabulary, *Written Language

An outline is presented of how Interscript,'' a developing international communication system, operates. The three main elements in Interscript'' are described in turn, as follows: (1) the glyphs or symbols, which are pictographs, ideographs, arbitrary symbols, and generic symbols; (2) Clearthink'', or what would correspond to the identification of illocutionary force and idiomatic content and the subsequent expression of total meaning; and (3) the grammatical and semantic systems. The description of Interscript'' concludes with some suggestions of ways it might be useful in an ordinary foreign language classroom. An attachment provides illustrations of the symbols and categories used in the body of the presentation. (AMH)

ED 212 200 HE 014 661

Thornton, Nelson L., Jr.

A Comparative Study of the Costs of Federally Mandated Social Regulations as Related to the Characteristics of Institutions of Higher Education in Texas.

Pub Date-Oct 81
Note-35p.; For related documents, see HE 014 662 and HE 014 664.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, *Compliance (Legal), Expenditure Per Student, *Expenditures, Federal Aid, *Federal Regulation, Fees, Full Time Equivalency, Government School Relationship, *Higher Education, *Institutional Characteristics, Instructional Student Costs, Medical Schools, Operating Expenses, Private Colleges, Program Administration, *Program Costs, Program Implementation, Research, Resource Allocation, State Aid, State Colleges, Tuition, Two Year Colleges
Identifiers-*Texas

The total cost to Texas institutions of higher education of implementing and administering federally mandated social regulations are compared to the basic operating and financial characteristics of these institutions. A database of the basic characteristics of Texas, which includes student and faculty data as well as operating and financial data, was constructed, and comparisons for different types of institutions were made with cost data previously generated. Among the findings are the following: private institutions reported a cost of $13.9 million: the average cost of the regulations per student is $49.21; for public universities the average regulatory cost per student is $30.50, and for private institutions the average cost is $180.29 per student. The costs rise when averaged on a basis of full-time-equivalency. When regulatory costs per faculty member were examined as a percentage of total tuition and fees derived by the institution, they were found to be 9.73 percent for all institution types or $971.05. Additional data include: the cost of regulation per semester credit hour, the cost as a percent of faculty compensation, the total dollar cost of social benefits to faculty by institution type, and the cost of regulations as a percent of instructional and research expenditures by institution type. (SW)

ED 211 694 CE 030 931

Brooks, Kent

You Can Too.''

Pub Date-Dec 81

Note-11p.; Paper presented at the Annual Conference of the American Vocational Association (Atlanta, GA, December 6, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cooperative Education, Cooperative Planning, *Cooperative Programs, Educational Cooperation, Educational Needs, Educational Planning, Guidelines, Industrial Training, Industry, Instructional Materials, Material Development, Needs Assessment, *Program Development, *School Business Relationship, *School Role, *State Programs, *Vocational Education

Experience has shown that it is possible for vocational educators and industry representatives to work together to meet the education development needs of employees in new and expanding industries. In order to remain a factor in economic/industrial development, adult vocational education must assist industry in identifying their training needs, developing training program curricula, selecting instructors, and administering the program. Based on their recent experiences in cooperating with industry to develop new training programs, members of the Mississippi Research and Development Center have developed a set of guidelines pertaining to working with industry, developing educational materials, and determining the range of services to be provided to industry. Included among these guidelines are the following: determining types of industries to receive priority; confining services to the areas of job education and job development; securing and ensuring maximum possible industry involvement; realizing ability, resource, and time limitations; using audio visual aids; modifying existing company documents to make them appropriate training materials; and selecting qualified primary and support staff. (MN)

ED 211 764 CE 031 048

Sanderson, Barbara

Getting Down to Business: Bicycle Store, Module 10. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-93p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100U1, $6.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Learning Activities, Learning Modules, Money Management, Recordkeeping, *Retailing, *Salesmanship, Secondary Education

Identifiers-*Bicycles, *Entrepreneurship, Small Businesses

This module on owning and operating a bicycle store is one of 36 in a series on entrepreneurship. The introduction tells the student what topics will be covered and suggests other modules to read in related occupations. Each unit includes student goals, a case study, and a discussion of the unit subject matter. Learning activities are divided into individual activities, discussion questions, and a group activity. Units (and subject matter) in this module are Planning Your Business (products, service, customers, and competition; helpful personal qualities; legal requirements); Choosing a Location (customers; competition; personal considerations; specific site); Getting Money to

ED 211 934 CS 006 441

Roser, Nancy Juel, Connie

Effects of Vocabulary Instruction on Reading Comprehension.

Pub Date-Dec 81

Note-19p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Beginning Reading, Elementary Education, *Low Achievement, Reading Achievement, *Reading Comprehension, Reading Instruction, *Reading Research, *Teaching Methods, *Vocabulary Development, *Word Recognition

Sixty-six children from average and low-ability reading groups in grades one through five participated in a study of the effects of vocabulary instruction on reading comprehension. The children were pretested for their ability to identify words and to supply meanings for the new vocabulary words in the next basal reader story they encountered. The instructional conditions involved either a seven-step method of teaching new vocabulary in depth followed by a reading of the story, or merely a reading of the story without vocabulary instruction. Identical posttests followed each instructional condition. This procedure was repeated so that all the children participated in both instructional conditions. Results showed that vocabulary instruction did not produce significant gains on posttest performance in word identification. However, vocabulary instruction did significantly affect posttest scores for meaning knowledge. Beginning readers (grades one and two) showed significantly more gains overall than did intermediate-grade readers (grades three to five), while children in low-ability reading groups, especially, profited from direct word-meaning instruction. (RL)

ED 211 955 CS 006 464

Cohn, Regina L.

Experiences to Reading: A Language Experience Approach for Secondary School Students.

Pub Date-Apr 81

Note-18p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Activities, High Schools, *Language Experience Approach, *Reading Instruction, Secondary Education, Student Attitudes, *Student Developed Materials, *Student Interests, Student Participation, Teaching Methods, *Writing Instruction

Identifiers-*Reading Writing Relationship

The language experience approach (LEA) is a means of using the knowledge of language and one's life experiences to create materials for reading and thoughtful consideration. Therefore, LEA seems to be a viable approach to use both with students who are not familiar with the language used or experiences described in a textbook and with older students who are deficient in their reading ability, as well as to teach writing in conjunction with reading. In the LEA, the teacher provides students with a stimulus, such as a picture, object, film, or song, and after a period of thought, students give their comments or interpretations and select key words. The students then think about a story they would like to write that is related to the stimulus and develop an outline. A first draft is written, and spelling, sentence construction, and word choice are discussed. A final draft is completed, and the story is published'' for other students in the class to read. Such an approach allows the teacher to seek out those topics and areas of interest that students may be eager to learn about, read about, and write about. (HTH)

ED 211 976 CS 206 690

Thomas, David Donlan, Dan

Correlations between Holistic and Quantitative Methods of Evaluating Student Writing, Grades 4-12.

Pub Date-Mar 80
Note-31p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Omaha, NE, March 27-29, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Ability, Comparative Analysis, Correlation, Developmental Stages, Elementary Secondary Education, *Evaluation Methods, *Holistic Evaluation, *Student Development, Student Evaluation, *Writing Evaluation, *Writing Research, *Writing Skills

A random sample of 175 compositions on the same topic (a lost suitcase) was used in a study examining the correlations between holistic (single impression) and quantitative methods of evaluating student writing. The sample contained 25 papers from each of the following grade levels: four/five, and seven through twelve. A panel of three readers made the holistic evaluations of the papers during a regional school district writing assessment. Mean quality scores from this evaluation indicated a linear increase across grade levels in the quality of the compositions. The quality scores for the papers were then correlated with six extrinsic variables: (1) composition length (number of words), (2) number of T-units, (3) words per T-unit, (4) number of items in suitcase, (5) number of described items, and (6) number of nonclothing items. It was found that the number of words was the variable most highly correlated with quality despite grade level, and that the number of items described correlated the least with quality. Correlations showed that the six variables seemed to be independent of one another. The analyses also indicated a regression in writing abilities between the eighth and the tenth grades. (Author/RL)

ED 211 997 CS 206 718

Cronnell, Bruce

Dialect and Writing: A Review.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED) Washington, D.C.

Report No.-SWRL-TN-2-81/17

Pub Date-31 Dec 81

Contract-400-80-0108

Note-21p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black Dialects, Dialect Studies, Elementary Secondary Education, Error Patterns, Higher Education, Influences, *Language Styles, *Language Variation, Literature Reviews, *Social Dialects, *Sociolinguistics, Standard Spoken Usage, Teaching Methods, *Writing (Composition), *Writing Instruction

This paper reviews how various nonstandard dialects of English may influence written products and how writing may be taught to speakers of such dialects. Sections of the literature review focus on the speech patterns of black English, of other English dialects, and of other languages, and on how these patterns manifest themselves in written English. Other sections of the paper discuss comparisons of common error patterns across dialects, the arguments for and against students' right to their own language (the bidialectic approach), and suggestions for teaching English to students who do not speak standard English. The approaches to writing instruction that are suggested include (1) ignoring dialect influences and focusing instead on the writing process, on the rhetorical situation, and on the goals of writing; (2) including instruction on dialects in the composition curriculum, noting their appropriate use in certain kinds of writing, such as personal letters;

Greenbaum, Howard H. Falcione, Raymond L.

Organizational Communication: Abstracts, Analysis, and Overview. Volume 6.

American Business Communication Association, Urbana, Ill.; International Communication Association.
Report No.-ISBN-0-8039-1607-8
Pub Date-81
Note-357p.
Available from-Sage Publications, 275 South Beverly Dr., Beverly Hills, CA 90212 ($35.00 cloth, $14.50 paper).
Pub Type- Reports - Research (143) - Information Analyses (070) - Books (010)

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies, Books, *Communication Research, Communication Skills, Doctoral Dissertations, *Group Dynamics, *Interpersonal Relationship, Literature Reviews, *Mass Media, *Organizational Communication, *Research Methodology
Identifiers-*Interpersonal Communication

This annual volume of organizational communication abstracts presents over 1,100 abstracts of the literature on organizational communication occurring in 1979. An introductory chapter explains the classification systems, provides operational definitions of terms, and concedes the shortcomings of the research effort. An overview chapter comments extensively on the nature of the literature written in 1979, furnishing a considerable subclassification system for each of the nine major categories of organizational communication in this volume. The next two chapters present the abstracts under nine major classifications: (1) interpersonal communication, (2) intergroup communication, (3) intragroup communication, (4) communication factors and organziation goals, (5) skill improvement and training, (6) communication media (software and hardware), (7) communication system analysis, (8) research methodology, and (9) texts, anthologies, reviews, and general bibliographies. A list of literature sources, a discussion of research limitations, an author index, an index of organizational types in field studies, and an index of data collection methods in field studies are appended. (RL)

ED 212 039 EA 014 310

Owens, Robert G.

Methodological Rigor in Naturalistic Inquiry: Some Issues and Answers.

Pub Date-19 Aug 81

Note-49p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration 35th, Seattle, WA, August 16-21, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Credibility, Data Analysis, Data Collection, *Field Studies, Models, Research Design, *Research Methodology, Research Reports

Identifiers-*Naturalistic Research, *Thick Description Method

Three issues must be addressed when discussing the standards needed to judge the methodological rigor of naturalistic approaches to administrative research. The first issue involves defining naturalistic inquiry. In contrast to the scientific paradigm, naturalistic inquiry emphasizes, first, the inseparability of variables or events from their contexts and, second, the subjects' intellectual frameworks and the need to develop thick descriptions'' of the world as the subjects experience it. The second issue concerns the criteria for judging the adequacy of naturalistic inquiry; the criteria should be appropriate to the characteristics of naturalistic research and the procedures for enhancing its credibility. Naturalistic research includes simultaneous collection and analysis of data using multiple methods and an audit trail'' to allow replication of the study. Credibility is enhanced by prolonged data collection on site, checking of information through multiple sources, collection of referential materials about findings and interpretations, peer consultation, and thick description. The third methodological issue concerns the final report. Naturalistic reports should use ordinary language and be trustworthy, well organized, and ethical, but above all they should use thick description to take the reader there.'' (Author/RW)

ED 212 059 EA 014 333

Sistrunk, Walter E. Adams, Charles W.

A Comparison of the Perceived Behaviors of Students and Teachers as Measured by the Classroom Interaction Analysis Index.

Mississippi State Univ., Mississippi State, Bureau of Educational Research.

Pub Date-78

Note-24p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Observation Techniques, Classroom Research, Elementary Secondary Education, Higher Education, *Interaction Process Analysis, Observation, Student Behavior, Student Teacher Relationship, Tables (Data), Teacher Behavior, *Teaching Styles

Identifiers-*Classroom Interaction Analysis Index

The Classroom Interaction Analysis Index (CIAI) is an instrument developed to categorize the actions of teachers and students as they interact in classroom situations. In the study described, a class of 30 social studies student teachers were divided into teams of five each. Each team taught the same preplanned lesson twice by illustrated lecture and through a non-expository method. The lessons were video-taped and, utilizing the CIAI, evaluated by five evaluators: self, peers, an untrained graduate observer, a trained graduate observer, and by the senior researcher. The researchers used analysis of variance to compare the perceptions of the five evaluators, Duncan's Multiple Range Test to determine where the differences occurred, and the t-test to determine if there were significant differences in the perceived behaviors when expository and non-expository methods were used. The appendices contain tables of the findings, a bibliography, and copies of the CIAI, its history, and a guide to its use. (Author/MLF)

ED 212 080 EA 014 356

Elementary Program Review Handbook.
California State Dept. of Education, Sacramento.
Pub Date-81
Note-208p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.50; California residents must add sales tax).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Assessment, *Educational Quality, Elementary Education, Evaluation Criteria, *Evaluation Methods, *Program Evaluation, Program Improvement
Identifiers-*California

California's program review process has been designed to judge the effects of the school program on students and staff and to identify opportunities for improving the program. The majority of program reviews are conducted by representatives of the State Department of Education and by consortia of school districts. These program reviewers will use the procedures, the criteria for judging program effectiveness, and the opportunities for improvement contained within this handbook. The handbook is divided into three chapters. Chapter 1 describes the program review process; chapter 2 tells how to conduct a review and includes the criteria used to judge and improve the effectiveness of the program; and chapter 3 describes how the report of review findings is developed and shared with the school staff, parents, and community members. (Author/MLF)

ED 212 101 EC 141 504

Holz, Else And Others

Computer Assisted Instruction for Teaching Basic Money Handling Skills to Mentally Handicapped Students at Christine Meikle School in Calgary.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date-30 Apr 79
Note-44p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Assisted Instruction, Elementary Education, *Moderate Mental Retardation, *Money Management, Program Effectiveness

The study involving 32 trainable mentally handicapped students (7 to 20 years old) investigated the effectiveness of computer assisted instruction (CAI) in teaching the necesary arithmetic skills for handling small amounts of money. Equipment used consisted of a Cathode Ray Tube (CRT) terminal interfaced with a random access slide projector, and a hard copy teletype terminal. Courseware consisted of a series of computer programs organized into four models (numeral recognition, counting to 99, simple addition, coin recognition), each of which dealt with a concept necessary for successful handling of coins up to 99 cents. Although the modules followed a sequential developmental design, it was not necessary for a student to complete one module before advancing to the next. Results showed that while learning took place for both the study and control groups, the difference was statistically significant for the study group. (Author/SB)

ED 212 124 EC 141 545

Aniello, Vincent Reece, Gary

Project R.O.L.E. (Regional Opportunities for Leadership Experience).

Parsippany - Troy Hills Board of Education, Parsippany, N.J.

Pub Date-Dec 81

Note-30p.; Paper presented at the CEC/TAG National Topical Conference on the Gifted and Talented Child (Orlando, FL, December, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Gifted, High Schools, *Internship Programs, *Leadership Training, *Regional Programs, *Talent

Identifiers-*Project ROLE NJ

Project ROLE (Regional Opportunities for Leadership Experience), an approach to helping gifted adolescents develop leadership potential through a regional internship/seminar experience, is described in terms of student goals, conceptual framework, identification procedure, student evaluation model, and academic credit policy. It is explained that highly gifted and talented 11th and 12th graders were selected to take a semester's leave from regular studies to serve as interns to government, agency, institutonal, arts, and private sector decision makers. Interns worked with individual sponsors four days per week and a seminar with the Project ROLE coordinator one day per week. The seminar focused on such topics as time management, communications, management skills, and job interviewing. (Project forms are included.) (CL)

ED 212 145 FL 012 751

Franco, Sandra Maciell

How to Design a CAI Course for Mexican American Migrant Students.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-14p.; Published as part of the Ethnoperspective Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from-Not available separately. See FL 012 738.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Adolescents, Audiolingual Skills, Bilingual Education, *Computer Assisted Instruction, *English (Second Language), *Learning Modules, *Mexican American Education, Mexican Americans, *Migrant Youth, *Program Development, Programed Instructional Materials, Reading Skills, Secondary Education, Second Language Instruction, Spanish Speaking

This course design is presented as an example of a computer assisted instructional program for adolescent Mexican American migrants. Like other migrants, they suffer from poor socioeconomic conditions, language and literacy problems, and intermittent classroom attendance. In addition, the regular American course of studies does not appear to have any bearing on their present or future way of life. The four-module format for this course was chosen so that students could begin with the workbook and tape components (modules 1-3) covering very specific, student-centered objectives and then progress to the computer portion in module 4. The program illustrated here deals with the sound symbol correspondence of English and is designed for students who have limited

ED 212 184 HE 014 528

Bogart, Karen
Technical Manual for the Institutional Self-Study Guide on Sex Equity.
American Institutes for Research in the Behavioral Sciences, Washington, D.C. Inst. for Neighborhood Initiatives.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date- 81
Note-106p.
Available from-American Institutes for Research in Behavioral Sciences, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Guides, *Affirmative Action, College Faculty, College Students, Critical Incidents Method, *Employment Practices, Equal Education, Equal Opportunities (Jobs), Evaluation Methods, Females, Higher Education, *Institutional Research, Personnel Policy, Research Design, *Self Evaluation (Groups), Sex Discrimination, *Sex Fairness, Women Faculty, *Womens Education

Technical information about the Institutional Self-Study Guide (ISSG) on Sex Equity, which was developed to help postsecondary educational institutions change to achieve sex equity, is presented. The ISSG was developed for three audiences: chief executives of colleges and universities, regional accreditation agencies, and women and their advocates on campuses and in professional associations. The empirical development of the ISSG began with the collection of critical incidents that illustrate discrimination against or in favor of women or especially equitable treatment. Critical incidents were collected from a literature review; a review of legal precedents; a study of complementary efforts taking place elsewhere; interviews with more than 200 observers knowledgeable about the treatment of women as students and employees in postsecondary institutions; and a mail survey to which more than 100 other knowledgeable observers responded. Information is presented on the inductive development of categories and items, a field test of the draft self-study guide, and reactions to the self-study guide as a tool for voluntary self-assessment. Findings from the field test of the draft ISSG, which is appended, are presented that pertain to: conditions, policies, and practices affecting sex equity for

ED 211 730 CE 031 005

Peterson, Paul E. Rabe, Barry G.

Career Training or Education for Life: Dilemmas in the Development of Chicago Vocational Education.

Spons Agency-National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.

Pub Date-Mar 81

Note-108p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Board of Education Policy, *Educational History, *Educational Philosophy, Education Work Relationship, Employment Programs, Federal Legislation, Federal Programs, Political Influences, *Program Effectiveness, Program Implementation, School Administration, School Districts, School Policy, School Role, Secondary Education, State Federal Aid, *Vocational Education, Vocational Followup, Vocational Schools

Identifiers-*Chicago Public Schools IL, Comprehensive Employment and Training Act, Illinois (Chicago), Vocational Education Amendments 1976, Vocational Education Study

ED 211 799 CE 031 083

Colby, Pamela G.

Getting Down to Business: Guard Service, Module 27. Teacher Guide. Entrepreneurship Training Components.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-300-79-0535

Note-33p.; For related documents see CE 031 026-101 and CE 031 324.

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100GG2, $3.00. 25% discount on 100 or more of same title. Complete set ETC100 $200.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Advertising, *Business Administration, *Business Education, *Business Skills, Financial Support, Information Sources, Learning Activities, Learning Modules, Money Management, Recordkeeping, Salesmanship, Secondary Education, *Security Personnel, *Service Occupations, Teaching Methods

Identifiers-*Entrepreneurship, *Small Businesses

This is the twenty-seventh in a set of 36 teacher guides to the Entrepreneurial Training modules and accompanies CE 031 082 (Guard Service). Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the

ED 211 834 CE 031 173

C.U.B.E. Program Administration Materials.

Monroe County Community Schools Corp., Bloomington, Ind.; Vincennes Univ., Ind.

Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.; Office of Education (DHEW), Washington, D.C.

Pub Date- 79

Note-66p.; For related documents see CE 030 751, CE 031 167-168 and CE 031 170-172.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Achievement Tests, Administrator Guides, *Adult Basic Education, Guidelines, Instructional Materials, *Instructional Systems, *Program Administration, *Recordkeeping, Records (Forms), School Holding Power, School Orientation

Identifiers-Adult Basic Learning Examination, *CUBE System, Curriculum Management, General Educational Development Tests

This manual consists of forms and guidelines for use in administering the adult basic education teaching/learning management system called CUBE (Continuity and Unity in Basic Education). Provided in the manual are a variety of orientation forms, including daily attendance records, enrollment forms, publication release forms, and fact sheets on the General Educational Development (GED) test and adult learning centers. Forms are supplied for reporting enrollment and student performance. Described next is a system of maintaining program records. Guidelines, forms, illustrations, and publicity material are included for use in

ED 211 852 CE 031 277

Student Organizations FBLA Projects and Activities Relating to Free Enterprise.

Western Kentucky Univ., Bowling Green.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-Jun 81
Note-187p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Business Education, *Economics, *Extracurricular Activities, Planning, Program Administration, Program Development, Secondary Education, Secondary School Students, *Student Organizations, *Student Projects
Identifiers-*Economic Awareness, *Free Enterprise System, Future Business Leaders of America, Phi Beta Lambda

This guide for Future Business Leaders of America and Phi Beta Lambda chapters describes 25 economic awareness projects/activities to create awareness of the free enterprise economic system. Introductory materials include suggestions for project planning and management and a worksheet for planning activities and projects. The projects/activities follow a standard outline providing the following information: proposed activity,

ED 211 871 CG 015 663

Freundl, Pamela C.

Influence of Sex and Status Variables on Perceptions of Assertiveness.

Pub Date-Aug 81
Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Assertiveness, Behavior Patterns, *Interpersonal Competence, Personality Traits, Predictive Validity, *Sex Differences, *Sex Role, *Sex Stereotypes, *Status

Feminine sex-role behavior, which includes deferential, nonassertive behavior, may stem from women's low status position and powerlessness. In a study of male and female college students, perceptions of the acceptability of assertive behavior were examined as a function of: (1) sex and status characteristics of assertive speakers; (2) sex of the target of the assertive communication; and (3) sex of the observers. Results tended to support the prediction that appropriate assertive behavior was more negatively evaluated when the speaker was female, had low status, and spoke to a male target. Male observers were not more negative than female observers in their views; female observers were more extreme than male observers in their rating of high-status women and judged speakers, regardless of sex, to be more inappropriate. The

ED 211 892 CG 015 685

Brown, Idalyn S.

An Investigation of Certain Personality Variables in Alcoholics.

Pub Date-Apr 81
Note-21p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alcoholism, *Authoritarianism, Drug Rehabilitation, Patients, Personality Measures, *Personality Traits, *Self Esteem, *Sex Differences, *Sex Role

While extensive research has examined the personality of the alcoholic, current interest centers on the use of differential treatment for different personality types. The aim of such treatment is to focus on the disorder underlying the problem of alcoholism for each particular patient. To look for relationships among personality variables, personality measures were completed by 54 male and 17 female alcoholics in a residential treatment facility. The sample was found to be authoritarian in terms of self-esteem and masculinity positively related in both sexes. No sex differences were found for self-esteem, dominance, dependency, locus of control, repression-sensitization, authoritarianism, or masculinity. Surprisingly, on measures of masculinity-femininity, 43.3% of the males were undifferentiated,'' whereas only 17.6% of the females were in this category. The findings indicate a highly authoritarian nature of both females and males in the study. (Author/JAC)

ED 212 165 FL 012 771

Woodford, Protase
A Common Metric for Language Proficiency. Final Report.
Educational Testing Service, Princeton N.J.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Dec 81
Grant-G008001739
Note-39p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Testing, Higher Education, *Language Proficiency, *Language Tests, Listening Comprehension, Needs Assessment, *Norm Referenced Tests, Norms, Program Proposals, *Scaling, Secondary Education, *Second Language Learning, Speech Communication

This is a report on a project established to develop a ``common yardstick'' to describe performance in one or more language skills. Descriptive scales for oral interaction were prepared as well as a general outline of scale characteristics for listening comprehension and reading. Experts in the field reviewed the project proposal and recommendations were made to devote the major effort to oral interaction. The major outcomes at this stage were the following: (1) a commitment to some form of the 0-5 government scale; (2) concentration

ED 211 677 CE 030 899

O'Leary, R. And Others

Career Education in Secondary Schools. A Report on the 1979 Survey.

New Zealand Dept. of Education, Wellington.

Pub Date-81

Note-83p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Career Education, Curriculum, Curriculum Development, Definitions, *Educational Needs, Educational Policy, Foreign Countries, Inservice Teacher Education, National Surveys, Policy Formation, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, *Program Implementation, *Program Improvement, Secondary Education, Vocational Education

Identifiers-*New Zealand

A 1979 survey of career education programs in the secondary schools of New Zealand revealed a general need for improvement. Most of the 269 programs surveyed could be improved in a number of areas, particularly definition, coordination, and commitment. Some schools, for example,

ED 211 913 CG 015 706

Lowy, Louis

The Older Generation: What Is Due, What Is Owed.

Pub Date-28 Aug 81

Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication Skills, *Conflict, Conflict Resolution, *Coping, *Extended Family, Family Problems, *Family Relationship, *Generation Gap, Interpersonal Relationship, Psychological Needs, State of the Art Reviews, *Stress Variables

ED 212 201 HE 014 662

Thornton, Nelson L., Jr.

Regulatory Cost Impacts for Selected Institutions of Higher Education in Texas.

Pub Date-Nov 81

Note-20p.; For related documents, see HE 014 661 and HE 014 664.

Pub Type- Numerical/Quantitative Data (110) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty, Comparative Analysis, Compensation (Remuneration), *Compliance (Legal), Expenditure Per Student, *Expenditures, *Federal Regulation, Government School Relationship, *Higher Education, Medical Schools, Operating Expenses, Private Colleges, *Program Costs, Program Implementation, Resource Allocation, State Colleges, State Surveys, Student Costs, Two Year Colleges

Identifiers-*Texas

Regulatory cost impacts for 11 Texas colleges and universities for the 1977-78 academic year are presented as part of a continuing effort to assess the costs and impact of federally mandated social regulations. The 11 institutions are representative of each of the types previously reviewed as groups. For each institution, data are presented on the cost of regulations, including dollar average per institution, student, and student full-time-equivalent; the percent of annual tuition and fees, dollar cost per faculty member, and semester credit hour; the percent of faculty compensation, social benefits to faculty as percent of faculty compensation, and total dollar cost of social benefits to faculty; the percent of regulation cost for faculty salaries reported plus cost of social benefits to faculty; institutions offering retirement, medical, and social security plans; the percent of institutional instruction expenditures and of research expenditures; the percent of federal, state, and local appropriations; the percent of unrestricted endowment income, restricted endowment income, and end of year endowment book value, and the percent of current value of library holdings, books, and periodicals. The study group schools are: Alvin Community College, El Centro College, Tarlton State University, Sam Houston University, Texas State Technical Institute, University of Texas (Medical), Concordia Lutheran, Lon Morris College, Our Lady of the Lake University, Southwestern University, and Baylor College of Medicine. (SW)

there appear to be problems of unnecessary duplication. Appended survey results include: course title, credit hours awarded, enrollment, status of faculty (full-time/adjunct), and course location. (SW)

ED 212 218 HE 014 704

Ironside, Ellen M.

Uncommon Women/Common Themes: Career Paths of Upper-Level Women Administrators in Higher Education Institutions.

Pub Date-Oct 81

Note-22p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research (Charlotte, NC, October 29-30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Characteristics, *Administrator Qualifications, *Administrators, *Career Ladders, *College Administration, College Environment, *Educational Background, Employment Qualifications, *Females, Higher Education, Private Colleges, State Colleges

Identifiers-*North Carolina

The careers and backgrounds of female upper-level administrators of 25 North Carolina four-year colleges and universities are examined. Half of the group was employed by private colleges and half by institutions of the North Carolina system. The administrators reported to the highest or next-highest institutional management level. During two-hour structured interviews with each respondent, information was elicited about growing up; education; the influence of family, friends, and mentors; work history; perceptions of the field of higher education administration; the special skills and experience it requires; the climate in which they work; and the potential for women in the field as well as in their particular institution. This autobiographical information was supplemented by each respondent's curriculum vita and catalogs, job descriptions, and program brochures. With the exception of four respondents, all of the study group had earned doctorates; of the remainder two had honorary doctorates and the others had masters degrees. Nine administrative roles were represented. Common themes found in the investigation include: these women all had a history of meeting opportunity head-on and they had the credentials and experience required; although most of the women did not come to their current posts via a series of administrative roles, all had demonstrated managerial skills in other settings; all of the women had found ways to enhance their careers or further their own development; and the younger women (aged 35 to 45) tended to be much more aware of their career planning. (SW) predict performance in and/or graduation from a University of Minnesota dental hygiene program is examined. Students in classes entering from Fall 1977 through Winter 1979 were studied, and predictor and performance measures to be studied were identified by the program. Predictor measures included American College Testing Program scores in English, mathematics, social science, natural science, and the composite score; age; Dental Hygiene Aptitude Test score; high score percentile rank and class size; Minnesota Scholastic Aptitude Test score; high school natural science credits and grade point average (GPA); college GPA; and Preliminary Scholastic Aptitude Test scores. Performance measures include national board test score; a course completion index; overall GPA; measure of dental hygiene program completion; and college life science GPA. Correlations between predictor and performance variables were analyzed, and predictors not meeting pre-established criteria were eliminated. Chosen performance measures were analyzed with their valid correlating predictor measures in stepwise multiple regression. Three potentially useful regression equations resulted: two predicted GPA and one predicted a dichotomous variable indicating success or failure in the program. A discussion of a possible seven-step admission procedure using both clinical and statistical approaches is presented. (Author/MSE)

ED 212 252 IR 009 923

Duncan, Elizabeth B., Ed. McAleese, Ray, Ed.

Information Retrieval in Educational Technology. Conference Proceedings of Symposium on Information Retrieval in Educational Technology (1st, Aberdeen, Scotland, April 1, 1981).

Pub Date-1 Apr 81

Note-94p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Abstracting, Citation Indexes, Diagrams, *Educational Technology, Foreign Countries, Higher Education, Indexing, *Information Needs, *Information Retrieval, Information Services Information Systems, *Professional Development, *User Satisfaction (Information)

Presented at a symposium instigated to improve the accessibility and usefulness of educational technology, the five invited papers presented in this proceedings deal with various aspects of information systems and their relationship to each other. Topics covered were Educational Technologists as Consumers of Educational Information'', Information Services in Practice'', The Use of Query in Multi-facet Indexing of Information Materials'', The Exeter Abstract Reference System in Higher Education'', and Qualified Citation Indexing Its Relevance to Educational Technology.'' Each paper is accompanied by an invited structured response. Also included in the report are responses of participants invited to complete a practical exercise on identifying individual needs in information retrieval, and summaries of the discussions pertinent to that exercise, and to the theme of the symposium. (MER)

ED 212 274 IR 009 981

Mobile Ideas, 1981.
Library Administrator's Council of Northern Illinois, Des Plaines.
Pub Date-81
Note-38p.; For related document, see ED 203 885.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bookmobiles, Costs, Equipment Maintenance, Library Automation, Library Circulation, *Library Services, Machinery Industry, *Outreach Programs, Program Costs, *Publicity, Public Libraries

This second annual edition, published by the bookmobile librarians of Northern Illinois LACONI-Outreach, provides questions to test bookmobile publicity, an outline of traditional publicity modes, descriptions of bookmobile programs, a discussion of bookmobiles versus books by mail and branch libraries, circulation cost comparisons, hints for ``creative economics,'' and a discussion of using computers on bookmobiles. Examples of bookmobile and engine and body maintenance charts are included as well as bookmobile features offered by the manufacturers and recommended generator repair companies. A directory of bookmobiles in the United States and a bibliography are provided. (RBF)

which emphasizes the effects of the searcher's decisions on retrieval results and search objectives, and an introduction to DIALOG's ERIC ONTAP file followed by 16 self-improvement exercises based on search topics stored in the database; six of these exercises are on different topics from the original edition. The ONTAP file is a subset of the ERIC file consisting of RIE and CIJE citations for 1975, and 29 simple, moderate, and difficult search questions with answer sets. The database has been updated for use with the 1980 edition of the Thesaurus of ERIC Descriptors. The appendices include 10 search save'' formulations of common search facets and a comprehensive guide to the ERIC database. (BBM)

1977-78 was conducted by Mt. Hood Community College (MHCC) to determine the effectiveness of MHCC vocational programs in preparing students for employment and/or continuing education. Graduates were defined as associate degree or certificate recipients and non-graduates were identified as former students who completed at least 12 units during a quarter in 1977-78 and did not return in Fall, 1978. A questionnaire, mailed or administered by telephone, sought information on major program; objective in attending MHCC; continuing education at MHCC or other educational institutions; transfer credit; satisfaction with advising, training, and placement; employment status; relevance of job to MHCC program; income; and satisfaction with services offered at MHCC. Reported findings are based on responses from 431 graduates and 477 non-graduates. Vocational majors accounted for 79% of the graduate respondents and 44% of the non-graduate responses. Findings indicated that the majority of graduates and non-graduates were employed in jobs related to their MHCC programs and were satisfied with their training and employment. Continuing education was reported by 33% of the graduates and 48% of the non-graduates. Data tables and the survey instrument are included in the report and 1981 results are compared to a 1977-78 institutional study of the same subjects. (KL) goal-setting, evaluation, staff development) is appropriate for most community colleges and can apply to each employee, although institutions may wish to target groups if funds are limited. (KL)

ED 212 333 JC 820 041

Landsburg, David L.

The Business of Adult Education: Open Season in the Marketplace.

Pub Date-28 Jan 82

Note-17p.; Paper presented at the Conference of the Arizona Adult Education Association (Tucson, AZ, November 13, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, Community Colleges, *Competition, *Educational Demand, *Educational Supply, *Educational Trends, Financial Support, Labor Education, Proprietary Schools, Public Education, Public Opinion, School Business Relationship, Two Year Colleges, Vocational Education

The role of colleges in adult education is considered in light of the increased demand for adult education, the growing competition among providers of adult education, and the likelihood that the level of competition will be reduced in the future. In addressing the expanded magnitude of demand for adult education, four main determinants are highlighted: demographic factors, particularly the post-war baby boom; the increased educational level of the main consumers of adult education, that is, those aged 25 to 34; the greater demand by women for adult education; and heightened levels of job dissatisfaction. Next, the paper discusses the intensified competition engendered by higher levels of educational demand. The four main competing providers of adult education are identified as the community colleges, proprietary business and trade schools, the corporate world, and the private training consultant, and their roles and the nature of the competition among these agencies are specified. Looking to the future, the paper then argues that competition in adult education is likely to diminish, though not necessarily in a direction favorable to community colleges. The paper points to the unwillingness of taxpayers to finance publicly supported adult education at earlier levels. It urges community colleges to address the question of why and in what areas they should be allowed to provide adult education, and then, having answered this question, to secure appropriate funding to achieve this purpose. (HB)

ED 212 352 PS 012 576

Factor, June

Stories and Books for Young Children. Australian Early Childhood Resource Booklets, No. 4, 1981.

Australian Early Childhood Association, Inc., Watson.

Report No.-ISBN-0-909-860-36-x

Pub Date-81

Note-25p.

Available from-Australian Early Childhood Association, Inc., Knox Street, Watson, A.C.T. 2602, Australia ($2.00).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Bibliographies, Books, *Childrens Literature, Early Childhood Education, Foreign Countries, Guidelines, *Story Reading, *Story Telling, Young Children

Identifiers-*Australia

Guidelines for story telling, both for when adults and for when young children are initiators of the story telling, are offered in the first section of this Australian early childhood resource booklet. In the second section, 14 different kinds of children's books, including, for example, story books with pictures, stories in verse, wordless story books, and fact books, are discussed. A bibliography listing approximately 150 items entered into categories broadly based on those mentioned in the text is included in the last few pages of the booklet. (Author/RH) candidates for retention, were monitored. Of the total group, 84 children remained in the first grade for the following school year and 62 were promoted to the second grade. All 144 children were individually tested with a variety of instruments designed to measure intellectual functioning, cognitive and physical development, academic achievement, perceptual-motor ability, and interpersonal relationships. Additionally, in order to establish the relationship of parental and teacher attitudes and classroom organizational strategies to success following the non-promotion or promotion of children, subjects' parents and teachers were interviewed and the teachers' classes were observed in spring 1979 and spring 1980. In general, results indicated that the child's physical size, visual-motor development, family background, early life experience, and teacher philosophy were relatively unimportant determinants of whether or not the child emerged successfully from the repeated year. The best predictors of outcomes were children's initial status in three areas   academic skills, emotional development, and social skills. Copies of teacher and parent interview forms, as well as the instrument used in observing classroom environments and curricula, are appended. (Author/MP)

ED 212 391 PS 012 663

Chesterfield, Ray And Others

An Evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. Final Report.

Juarez and Associates, Inc., Los Angeles, Calif.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date-14 Jan 82
Contract-HEW-105-77-1048
Note-639p.; For Executive Summary, see PS 012 664. Some tables in original document may not reproduce well due to small print size.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF03/PC26 Plus Postage.
Descriptors-Bilingual Education, *Bilingual Students, Classroom Observation Techniques, *Curriculum Evaluation, English (Second Language), Language Acquisition, Models, Multicultural Education, Parent Attitudes, *Preschool Curriculum, Preschool Education, *Program Implementation, *Spanish Speaking, Teacher Attitudes
Identifiers-*Project Head Start

This document synthesizes the results of a 3-1/2-year evaluation of four different Head Start bilingual bicultural curriculum models implemented in eight Head Start centers serving Hispanic communities. The report provides the findings of the program's impact as reflected in pre- and posttesting of children, interviews with parents and Head Start teaching staff, and systematic classroom observations obtained over the course of the 1979-1980 Head Start year. In addition, the report provides a summary of the field procedures and analytic methods that were required for this multi-method evaluation, and presents the conclusions and implications drawn from the study's findings. (Author/MP)

ED 212 409 RC 013 141

Dunstan, Carol

The World Food Problem. A Case Study of a Home Economics Teaching Unit in Development Education. Development Education Paper No. 18.

United Nations Children's Fund, New York, N.Y.

Pub Date-81

Note-10p.; For related documents, see RC 013 135-144.

Available from-UNICEF, 866 UN Plaza, New York, NY 10706.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Awareness, Developed Nations, Developing Nations, *Food, Foreign Countries, Global Approach, *Home Economics, Hunger, *Interdisciplinary Approach, International Education, Nutrition, Postsecondary Education, Rural Development, Social Studies, *Units of Study, *World Problems

Identifiers-*Australia, *Development Education

Developed as a means of fostering concern for world issues within an Eltham College (Australia) Year 12 home economics course, ``Human Development and Society,'' this teaching unit has five broad topics: (1) the social significance of food; (2) Australian food patterns; (3) the world food problem; (4) detailed study of nutrients; and (5) human development and growth through the life cycle. Topics are approached through the preparation and use of background materials, identification of the problem, consideration of implications of the problem, examination of the causes of the problem, evaluation of solutions currently being applied, and recommendations for further action. The primary emphasis is on the social rather than the scientific significance of the topics, encouraging a cross cultural approach. Within the restrictions of the subject and time, there is a limit on the extent to which the real issues raised in this unit can be explored. Therefore, this unit of study would be most effective in the integration of a unit taught concurrently across social studies and economics. (NEC)

ED 212 428 RC 013 163

Patacsil, Sharon And Others

Daybreak Star Preschool Activities Book: A Teacher's How-to'' Book.

United Indians of All Tribes Foundation, Seattle, Wash.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-56p.

Available from-United Indians of All Tribes Foundation, P.O. Box 99253, Seattle, WA 98199 ($5.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*American Indian Culture, American Indian Education, American Indians, Cultural Education, *Educational Games, *Instructional Materials, *Learning Activities, *Material Development, *Preschool Education, Puzzles

The culturally-based educational materials contained in the Daybreak Star Preschool Activities Book are used with the Native American children in the United Indians of All Tribes Foundation's Daybreak Star Preschool. These educational materials reflect the cultures of the children in the Preschool. The Preschool's primary focus is to create a child-centered, culturally relevant atmosphere for young Native children as they prepare for a public school education. Each child is provided the opportunity to develop a positive self-image by learning academic skills from educational materials reflecting his/her own culture. This book includes instructions on how to make the following: lotto games, lacing boards, cardboard puzzles, wooden puzzles, sequence puzzles, number cards and puzzles, and wooden dominoes. Most of the supplies for making these learning materials are easily found. The pictures for most of the heavy paper puzzles can be used by cutting the pages out of this book and mounting them on tagboard, bristol board or illustration board.

Color Me'' pages, which can be duplicated and distributed to preschoolers to color, have been included throughout the book. (Author)

Schaub, James D.
The Nonmetro Labor Force in the Seventies.
Economic Research Service (DOA), Washington, D.C. Economic Development Div.
Report No.-ERS-RDR-33
Pub Date-Nov 81
Note-29p.; Best copy available.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Black Employment, Comparative Analysis, Employed Women, Employment, *Employment Patterns, *Employment Statistics, Females, *Labor Force, Longitudinal Studies, Males, Metropolitan Areas, Minority Groups, Older Adults, *Rural Areas, Rural Population, *Rural Urban Differences, Rural Youth, Statistical Data, *Trend Analysis, Unemployment, Whites
Identifiers-Nonmetropolitan Areas

The report identifies structural changes and trends in the composition of the nonmetro labor force between 1973 and 1979; evaluates the labor force performance by race, sex, and age; and suggests underlying causes of the major changes and the likelihood of particular trends continuing into the eighties. Tabular data indicate that: (1) metro and nonmetro areas experienced similar employment growth rates between 1973 and 1979, but nonmetro residents continued to have lower labor force participation rates; (2) nonmetro employment growth was concentrated in nonteaching, white-collar professional and technical occupations, white-collar clerical jobs, blue-collar craft jobs, and service occupations; (3) the proportion of women who worked increased dramatically, raising their share of total employment to almost 42%, but nonmetro women did not share equally in this change; (4) in both metro and nonmetro areas, black and other minority populations showed little improvement in their labor force status, with their unemployment rate remaining about double that for whites; (5) nonmetro teens increased their labor force participation rate, with white women accounting for four-fifths of nonmetro teen employment growth; and (6) older nonmetro residents had low unemployment rates and maintained a higher labor force participation rate than their metro counterparts. (NEC)

ED 212 466 SE 036 075

Stewart, Claire

Sex Differences in Mathematics. Research Report.

New Zealand Dept. of Education, Wellington.

Pub Date-Feb 81

Note-18p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Research, *Females, Foreign Countries, Learning Theories, *Literature Reviews, Mathematics Achievement, Mathematics Curriculum, *Mathematics Education, Sex Bias, *Sex Differences, *Sex Role, Student Attitudes

Identifiers-*Mathematics Education Research, New Zealand

This document reviews current literature, and contains the following section titles: General background; Current position in New Zealand and trends; Cross-cultural studies; Spatial visualization and problem solving; Achievement; Attitudes; Attitudes and Achievement; Mathematics as useful; Confidence in mathematics ability; Socialization/sex typing; Women in mathematics-related fields; Home environment; School environment; Type of school; Careers; and Summary. It is noted that the studies vary in their reports of exactly when sex differences in mathematics achievement emerge, but generally it is reported that there are few differences at the primary level. It is in high school that males pull ahead. Even when participation and achievement are almost equal in middle high school, as is the case for recent New Zealand school certificate exams, girls are still less likely than boys to continue with mathematics. It is felt that useful investigations could look further into the relationship between the development of attitudes towards mathematics and participation and achievement in mathematics. (MP)

ED 212 488 SE 036 235

Mathematics. Levels: Six Through Eight.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-82
Note-255p.
Available from-Publications Distribution Office, Texas Education Agency, Div. of Curriculum Development, 201 East 11th St., Austin, TX 78701 (publication no. CU2-832-04, first copy free, addition copies $3.00 until supply runs out).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Cognitive Objectives, *Educational Objectives, Elementary Secondary Education, Guidelines, Junior High Schools, Lesson Plans, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Middle Schools, State Curriculum Guides, Teaching Guides

This document updates Texas Education Agency Bulletin 730 printed in 1973, and the guidelines for mathematics programs provided are designed to be used by school districts in designing or updating local curriculum and instructional programs. The Introduction contains sections on Program Goals, Using the Program Guide, Instructional Aids, and Evaluation. A section titled Overview: Program Matrix provides a chart of the scope and sequence of the following topics in grades six through eight: Number, Numeration, and Place Value; Operations and Properties; Problem Solving; Measurement; Geometry; Graphing, Relations, Functions; Probability and Statistics; and Computer Literacy. The bulk of the document consists of individual sections for each grade level, subdivided into unit titles with objectives, suggested teaching activities, and resources/comments. Two appendices contain eight National Council of Teachers of Mathematics recommendations from An Agenda for Action,'' and a correlation of TABS Objectives. (MP)

ED 212 508 SO 013 782

Massialas, Byron G. And Others

Settling People in the American Colonies, Episode II. Resource Material Development: Population Dynamics in Eighth Grade American History.

Florida State Univ., Tallahassee.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-74
Contract-OEG-0-73-5415
Note-44p.; For related documents, see SO 013 783-788 and SO 013 835. Some pages may not reproduce clearly in paper copy or microfiche due to broken print type throughout original document.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Studies, *Colonial History (United States), Curriculum Guides, Demography, Grade 8, Human Geography, *Interdisciplinary Approach, Junior High Schools, Land Settlement, *Population Distribution, Population Growth, *United States History, Units of Study

This guide is the first in a series of eight designed to help teachers introduce population concepts into eighth grade American history curriculum. (Unit I was never published). Each of the units has a teacher and student component. Although the units can be used in five-day segments, teachers are encourage to use them in a more flexible manner, using the materials for extended periods of time. In the teaching guide of each unit an evaluation form, a statement of the unit's broad goal, specific statements of objectives in behavioral terms, hypotheses, background information, materials and equipment needed, and instructions as to how to use these materials are included. Specific materials (springboards) for classroom use are found in the student manual. In this document, Episode II, the history topic is European colonization of the New World. This unit has four segments. Twelve springboards and one transparency are given that help the student (1) scrutinize the life-style and settlement patterns of the American Indian before the arrival of the European and their later displacement because of colonist settlement patterns, (2) examine the ecological characteristics of where the colonists chose to settle, (3) compare and identify the characteristics of people in England between 1650-1700 with those who migrated to the New World, and (4) examine the relationship of certain background factors of the settlers to the geographic distribution within the colony. (NE)

ED 212 526 SO 013 822

Calzonetti, Frank J.

Group Review Approach to the Teaching of Energy Geography.

Pub Date-29 Oct 81

Note-13p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Pittsburgh, PA, October 29, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Descriptions, *Energy, Geography Instruction, Group Guidance, Higher Education, *Peer Evaluation, Research Skills, Student Research, Writing Skills

Identifiers-*Energy Education

This paper describes and outlines a college level, energy geography course which uses a group review process approach. The goal of the course is to bring together students from across the university with a strong interest in energy problems to pursue areas of individual concern subject to peer review. The group review process fosters communication among the class, helps to improve student writing skills, and permits students to draw upon their own areas of expertise in evaluating a proposal or paper written by a student from another discipline. The first month of the course involves students in a fair amount of reading to familiarize them with energy problems, technologies, and issues. The second half of the course is structured around the development of the research papers or projects. Students, working individually or on a joint project, are required to submit a research proposal/prospectus or a preliminary paper. The class is then divided into groups of five students each. Each of the students in a group is given copies of the group members' research proposals or papers to read, review, and critique. This should take about one week. At the end of that time students come back together, go into their respective groups, and evaluate each paper in turn. After each student's proposal or paper is evaluated, the student collects written comments from each student and uses these as a guide in revising the work. Students also have periodic meetings with the instructor who provides additional input into the development of the research project. (Author/RM)

ED 212 544 SO 013 869

Tedesco, Paul H., Ed. And Others

The Thunder of the Mills: A New England Business and Economic History Casebook, 1690-1965 Business History and Economic Life Program, Inc., Boston, Mass.

Report No.-ISBN-0-938084-00-3; ISBN-0-938084-01-1

Pub Date-80

Note-288p.; For related documents, see ED 133 280 and SO 013 864-868.

Available from-Business History and Economic Life Program, Inc., 1 Lake Hall, Northeastern University, Boston, MA 02115 ($12.00 including Teacher's Guide).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Business Education, Case Studies, Colonial History (United States), *Decision Making, Economic Change, *Economics Education, Problem Solving, Resource Materials, Secondary Education, Teacher Developed Materials, *United States History

Identifiers-*New England

These teacher developed case studies deal with the business and economic history of New England from 1690 to 1965. They are intended to help secondary students develop an understanding of economics and of the decision-making process. Suggestions for teaching, discussion questions, references, and bibliographies are provided for the cases. Several case studies are provided on each of the following topics: Boston Merchants and Puritan Ethic (1630-1691); Economic Change and the Community (1797-1965); The Factory System (1789-1850); The Middlesex Canal and the Coming of the Railroad (1792-1853); From Family Firm to Corporate Giant: J.P. Stevens and Company, Inc. (1813-1963); The Rise and Fall of a Family Business: The Sprague Mills of Rhode Island (1808-1883); The Dennison Manufacturing Company (1844-1865); The Katahdin Iron Works (1845-1890); and Crisis in a One-Industry Town: St. Johnsbury, Vermont, and Fairbanks, Morse & Co. (1815-1965). (Author/RM)

ED 212 563 SP 019 446

Reilly, David H.

Professional Issues.

Pub Date-Dec 81

Note-14p.; Paper presented at the Annual Meeting of the North Carolina Association of Colleges for Teacher Education (Greensboro, NC, December 4, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum Development, *Educational Change, Faculty Development, Futures (of Society), Higher Education, Leadership Responsibility, Outcomes of Education, *Program Effectiveness, Program Proposals, Schools of Education, *Teacher Associations, *Teacher Education, Teacher Education Programs, Teacher Qualifications

Identifiers-*North Carolina Assn of Colleges for Teacher Educ

Various problems in the education field require the attention and efforts of the North Carolina Association of Colleges for Teacher Education (NCACTE). Public and professional criticism of education at all levels, shifts in educational policy at the national and state levels, and new perceptions of the goals and role of education have produced an unsettling but challenging situation for the association. There are several issues, critical to the continued improvement of education, that must be faced by NCACTE. The first is the development of a sound conceptual base for teacher education programs that promotes higher quality in teacher education graduates. The second and third issues are related and deal with changing the focus of staff development efforts from individual faculty improvement to program improvement, thereby gaining control of the professional education of teachers. The fourth issue concerns the organizational framework and funding of NCACTE in terms of long range objectives. NCACTE should adopt an active leadership role in addressing the new priorities in education such as life long education, educational technology, and program evaluation. Recommendations to enhance NCACTE's leadership potential involve a name change, changing the financial structure and priorities, and creation of an executive director position. Also suggested are increased cooperative efforts with the state department of public instuction and other educational agencies and the creation of an institute for research in education. (FG)

is included. (JD)

ED 212 581 SP 019 552

Youth Advocacy Training Resource. Volume II. Analysis.
Evaluation Technologies, Inc., Arlington, Va.
Spons Agency-Department of Education, Washington, D.C. Teacher Corps.
Pub Date- 79
Contract-300-79-0529
Note-79p.; For related documents, see SP 019 551-554.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Child Advocacy, *Community Involvement, Correctional Institutions, Delinquency, Educational Opportunities, *Educational Theories, Group Homes, Inservice Teacher Education, Literature Reviews, Secondary Education, *Site Selection, Staff Development, *Youth
Identifiers-*Teacher Corps, *Youth Advocacy Project

This volume presents an analysis of relationships among theory and research of and applications for the education of troubled youth and the specific program efforts in three Teacher Corps Youth Advocacy Projects. General issues are presented to be used as guidelines to prepare readers for individualized analysis of the case studies and the literature reviews which are contained in Volumes III and IV of this training packet. Four issues are identified as being of chief concern to the experience of participating in a Teacher Corps Youth Advocacy Project: (1) community involvement in enhancing opportunities for troubled youth; (2) the relevance of project sites to youth advocacy concerns and the establishment of continuous support systems; (3) school and alternative learning settings; and (4) correctional facilities and group homes. In each of these areas of concern, general issues are presented and are referred to both the case studies and the review of literature. In analyzing each issue area, a synthesized explanation of the underlying theories and applications which have relevance to the issue is given. Specific components and activities of the Youth Advocacy Projects which refer to these issues are discussed. The second part of this volume contains two critical reviews which suggest different areas of emphasis in issues, theoretical basis for programs, future program efforts, and further research. (JD)

ED 212 601 SP 019 602

Cain, Edmund J. And Others
Basic Education in International Perspective.
Pub Date-Aug 81
Note-76p.
Available from-Not available separately; see SP 019 598.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Basic Skills, Citizenship Education, Curriculum Development, *Developing Nations, Educational Change, Elementary Secondary Education, *Equal Education, *Foreign Countries, *National Programs, Science Education

These papers, delivered at the 1981 World Assembly of the International Council on Education for Teaching, reflect the theme of the conference: provision of basic education for all persons, focusing particularly on policies and situations in developing nations. The 14 presentations were from nine nations: (1) Curriculum Materials for Basic Education: United States'' (Edmund J. Cain); (2) Linking Basic Education to Community Development: United States'' (Elmer J. Clark); (3) Articulation of Basic with Secondary Education: Nigeria'' (Ade Fajana); (4) Citizenship Education: United States'' (William E. Gardner); (5) Basic Education in Science and Technology: United States'' (Robert W. Howe); (6) The Status of Basic Education: England/Wales'' (David J. Johnston); (7) The Development of Basic Education: Kenya'' (Joseph A. Lijembe); (8) Basic Education Issues and Policies: Brazil'' (Nelly Aleotti Maia); (9) Science and Basic Education: Trinidad'' (Paula Mark); (10) New Educational Priorities: Tanzania'' (G. V. R. Mmari); (11) Basic Skills Assessment: United States'' (John D. Mulhern); (12) Basic Education in Rural Areas: Bolivia'' (Ignacio Paravicini Ruiz); (13) Educating A Good Citizen: United Kingdom'' (Jean Russell-Gebbett); and (14) Primary and Secondary Education: Korea'' (In-Jong You). The papers present situation reports for each country, describing the national programs and policies or local efforts to promote basic learning skills. (FG) basic but unique behavioral and developmental experiences and outlines how a humanistic physical education program addresses the need for self concept, self esteem, and self actualization. The third chapter focuses on the importance of play, through which students learn to adjust to others, compete, win, and handle failure. The fourth chapter provides information on motivating students to participate in motor activities and on the new emphasis in physical education on holistic physical fitness and cardiovascular conditioning. In the fifth chapter, curriculum design for all education levels, through which desirable behavior changes can be attained, are identified. The sixth chapter discusses critical variables that must be isolated and then integrated as a way of controlling the knowledge explosion in motor skill acquisition. A discussion is presented in the seventh chapter of research on the transcendental experience in sport. The eighth chapter explores the role differences between physical education students and athletes, and between physical education teachers and coaches that are destructive to the educational experience. How physical education can provide coping techniques for students with differing abilities is the topic of the ninth chapter. Chapter ten discusses sexism in sports. The final chapter looks at physical education from a historical perspective and as it should exist in the decade of the 1980s. (JD)

ED 212 639 SP 019 720

Uhlir, Ann

Student Performance Evaluation. Physical Educators for Equity. Module 7.

Eastern Kentucky Univ., Richmond. Dept. of Physical Education.; Education Development Center, Inc., Newton, Mass. Women's Educational Equity Act Dissemination Center.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date-81

Note-35p.; For related documents, see SP 019 713-719.

Available from-WEEA Publishing Center, Educational Development Center, 55 Chapel Street, Newton, MA 02160 (Set of 7 modules: $8.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Ability Grouping, *Achievement Rating, Equal Education, Grading, *Holistic Evaluation, Independent Study, Individual Development, Informal Assessment, Nondiscriminatory Education, *Physical Education, *Sex Fairness, Sex Stereotypes, *Student Evaluation, Teacher Education, *Tests

Guidelines are presented to aid secondary school physical education teachers in evaluating student performance in a way that avoids sex-role stereotyping and sex discrimination. Suggestions made for conducting testing in a bias-free setting include: (1) avoid sex-differentiated role tasks; (2) organize motor-performance testing procedures so that all test groups contain girls and boys; (3) give equal support to efforts of both sexes; (4) expect the maximum effort from all students; (5) encourage students to support the efforts of all to do as well as possible; (6) show no favoritism; (7) avoid stereotyping either sex as being superior or inferior; and (8) avoid comparing individuals of one sex with the opposite sex as a group. Guidelines are also provided to assist teachers in avoiding sex discrimination when they are grouping students by ability. A discussion is presented on the relative merits of grading by single or separate standards. Examples are given of each type of standard and the ways in which it may be used to achieve equitable results. An exploration is made of ways in which individual progress may be measured in bias-free evaluation. (JD)

ED 212 659 TM 820 054

Winters, Lynn

The Effects of Differing Response Criteria on the Assessment of Writing Competence.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Grant-OB-NIE-G-78-0213
Note-127p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Comparative Analysis, Higher Education, High Schools, Holistic Evaluation, *Scoring, Student Placement, *Test Validity, Writing (Composition), *Writing Evaluation
Identifiers-CSE Analytic Scale, Diederich Rating Scale for Essays, General Impression Scoring, Inter Rater Reliability, T Units

The purpose of this study was to investigate the relative validities of four essay scoring systems, reflecting alternative conceptualizations of the writing process, for identifying competent'' writers. Each rater was trained in two of the four scoring systems: General Impression Scoring (GI), Diederich Expository Scale (DES), CSE Analytic Scale (CSE), or T-Unit Analysis (T). Writing samples were randomly selected from four composition classes: low performance high school writers, high performance high school writers, low performance college writers, and high performance college writers. The experimental design was a hierarchical mixed model: all subjects were crossed with all raters, while topics and scoring systems were nested within raters. All four scoring systems had high reliability. Different scoring systems produced different patterns of results, which may mean that the writing performance of each group cannot be adequately described by the same scoring system. Three of the systems (GI, DES, and CSE) were associated with some differences in group performance; T-Unit was not, making it virtually useless for classification purposes. The classification accuracy of the three systems (GI, DES, CSE) was questionable in distinguishing all but the high school low group. (BW)

effect on satisfaction with teaching was significant for all participants, but not all experimental teachers. ECM did not appear to affect student outcomes. (Author/GK)

ED 212 681 TM 820 138

Moskowitz, Joel M. And Others

A Process and Outcome Evaluation of a Peer Teaching Primary Prevention Program.

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.; Pacific Inst. for Research and Evaluation, Napa, Calif.

Pub Date-Sep 81

Note-45p.; For related documents, see TM 820 136-137.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Drug Abuse, Intermediate Grades, *Intervention, Peer Influence, *Peer Teaching, Program Attitudes, *Program Effectiveness, *Program Evaluation, Student Participation, Student Teacher Relationship

This study evaluated the effectiveness of Jigsaw as a strategy to prevent substance abuse. Jigsaw is a structered peer teaching program in which students teach part of the regular classroom curriculum to a group of peers. The goals of Jigsaw were to make student learning more active and student-student interactions more cooperative. As a result of these changes, students were expected to develop more positive attitudes, behaviors and norms regarding self, peers and school. Eventually, these gains should reduce students' acceptance and use of psychoactive substances. The treatment group consisted of 13 fourth-sixth grade teachers and their 261 students. Thirty teachers and their 560 students served as the nonparticipant comparison group. The Jigsaw in-service training consisted of two-hour sessions, held once a week for nine weeks, and one review session held six weeks later. The trainer assisted teachers in their classrooms both before and after the training ended. Participant and nonparticipant teachers and students were pre- and post-tested and data regarding achievement and attendance were gathered from school district records. Teachers also rated their students' classroom behavior. (Author/CE)

ED 212 701 UD 021 862

Hawley, Willis D. And Others

Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Summary. Volume I: Strategies for Effective Desegregation: A Synthesis of Findings.

Vanderbilt Univ., Nashville, Tenn. Center for Education and Human Development Policy.
Spons Agency-National Inst. of Education (ED), Washington, D.C.; Office of Civil Rights (ED), Washington, D.C.
Pub Date-Apr 81
Contract-NIE-R-79-0034
Note-214p.; For other volumes of this Assessment Project, see UD 022 073-080.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Academic Achievement, Case Studies, Curriculum Development, *Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, Ethnography, Inservice Education, Interviews, Neighborhood Integration, Peer Relationship, *Racial Relations, School Resegregation, *School Support, School Surveys, *Transfer Policy

This project report examines strategies for effective school desegregation based on case studies of individual schools, national school surveys, ethnographic studies of classrooms, trend analyses, opinion surveys and conference interviews, and court documents. The strategies identified in the report include the attainment of one or more of the following possible outcomes of desegregation: (1) ending racial isolation among schools and within schools; (2) avoiding resegregation among schools and within schools; (3) improved race relations among students; (4) improvements in academic achievement; and (5) public support for desegregation and school policy. Discussions of pupil reassignment policies, community involvement, and plans for desegregating neighborhoods and housing are related to the findings of the study. Also addressed is the need for structural and curricular changes in schools and more effective inservice training for teachers and administrators. (JCD)

ED 212 722 UD 022 075

Weinberg, Meyer

Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Volume IV: A Practical Guide to Desegregation: Sources, Materials, and Contacts.

Vanderbilt Univ., Nashville, Tenn. Center for Education and Human Development Policy.

Spons Agency-National Inst. of Education (ED), Washington, D.C.; Office of Civil Rights (ED), Washington, D.C.

Pub Date-Apr 81

Contract-NIE-R-79-0034

Note-120p.; For other volumes of this Assessment Project, see UD 021 862 and UD 022 073-080.

Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132) - Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Achievement, Bilingual Education, Community Resources, Curriculum Development, *Desegregation Effects, *Desegregation Methods, *Desegregation Plans, Discipline, Elementary Secondary Education, Human Relations, *Information Sources, Inservice Teacher Education, Intergroup Relations, Multicultural Education, *Private Agencies, *Public Agencies, Research Reports, School Districts, Urban to Suburban Migration

This volume on desegregation is divided into seven sections that outline and annotate bodies of information available from various sources. These sections include: (1) selected sources of information on various school desegregation issues; (2) how to'' sources on school desegregation; (3) sources of information on cities that have been desegregated for a comparatively long time; (4) sources of reviews of research on desegregation; (5) sources of information on government agencies and private organizations offering desegregation assistance; (6) persons (names and addresses) with expertise in one or more areas of desegregation implementation; and (7) a glossary of desegregation and equal education terminology. (JCD)

ED 212 235   HE 014 736

Kodera, T. James

The Study of Religion at Wellesley College: In the Context of Changing Liberal Arts Education in America.

Pub Date-81

Note-7p.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Biblical Literature, Christianity, Church Related Colleges, College Role, Cultural Awareness, *Departments, *Educational History, Educational Objectives, *Ethical Instruction, Global Approach, Higher Education, Humanistic Education, Intercollegiate Cooperation, Liberal Arts, Moral Values, *Non Western Civilization, *Religious Education, Single Sex Colleges

Identifiers-Massachusetts Institute of Technology, *Wellesley College MA

The history of the study of religion at Wellesley College from its founding in 1875 until 1980 is considered. Initially, faculty were sought who possessed expressed Christian character and were able to instruct in the bible, which was a study requirement until 1968. The predominantly Protestant-Christian orientation of the religion department changed markedly during the 1970s. The Vietnam War was significant in drawing large enrollments for courses on Asian religions. Ethics courses also registered sizeable enrollments, while introductory courses on Old Testament and New Testament also had steady numbers.

Educationally, the the religion department considers itself fulfilling the following roles: providing instruction in the Bible; teaching the religious issues in the middle ages and in the modern and contemporary periods; broadening the world-view of the students through instruction of the religious heritage of the non-Western world; and instilling in students the value of understanding religious traditions on their own terms in a pluralistic context. An important development was an agreement made between Wellesley and the Massachusetts Institute of Technology (MIT) in the early 1970s that instruction of Asian religions be given on the MIT campus on a yearly basis. Religion and humanistic courses offered by the two colleges play a vital role in teaching the future leaders in science and technology humanistic and ethical concerns. Information about the faculty of Wellesley's religion department is included. (SW)

Heintze, Robert A. Hodes, Lance

Statistics of Public School Libraries/Media Centers, Fall 1978.

Westat Research, Inc., Rockville, Md.
Spons Agency-National Center for Education Statistics (ED), Washington, D.C.
Pub Date-Sep 81
Note-157p.; For related document, see ED 145 866. Tables on pages 24-end of document may not reproduce due to size of type.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1981-0-524-173/285).
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Comparative Analysis, Elementary Secondary Education, Error of Measurement, *Learning Resources Centers, Library Collections, *Library Expenditures, Library Facilities, Library Personnel, *Library Surveys, *Public Schools, *School Libraries, Statistical Analysis, Tables (Data)
Identifiers-*Library Statistics, Library Users

Statistics gathered from a nationwide survey of approximately 3500 public school libraries and media centers are summarized for expenditures, collections, staff and their credentials, facilities, library users, and stated degree of financial needs, as well as comparisons with 1974 survey findings. The majority of the report consists of the appendices. Appendix A, the methodology, contains the data source, survey procedures, and reliability of the estimates and standard errors for 1978 and 1974 survey findings. Appendix B comprises 32 detailed tables on the data mentioned above, which focus on the library collection, number of staff with graduate degrees, number of library users, the number of public schools having library services available from a district media center, and the amount of space assigned for school libraries and media centers, and linear feet of shelving available for materials. For most of the tables, library and media center data are arranged by metropolitan status (urban, suburban, and rural), level (total, secondary, elementary and combined schools), and size of enrollment. (RBF)

ED 212 315 JC 810 653

St. Thomas, Sister Kennedy, M. Patricia

An Analysis of the Tenure System at Norwich University and Implications for Change.

Pub Date-1 May 80
Note-47p.; Ed.D. Practicum, Nova University.
Pub Type- Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Administration, *College Faculty, Court Litigation, Declining Enrollment, Departments, Faculty Organizations, Higher Education, Literature Reviews, *Personnel Policy, Teacher Dismissal, *Tenure
Identifiers-Age Discrimination in Employment Act Amend 1978

Methodology and findings are reported for a study conducted to determine the need for change in the faculty tenure system at Norwich University (NU). The report first presents background information concerning NU and reviews the literature on tenure. Study procedures are then outlined: an analysis of NU tenure regulations as revealed in committee reports and other university documents; a survey of four individuals, including NU administrators, who are very familiar with the NU tenure system; conversations with a Vermont congressman on current federal employment laws; the solicitation of tenure information from selected educators in California, Florida, Illinois, and the New England region; and a literature review. Following a delineation of study hypotheses and limitations, the report summarizes study findings, noting, among other items, trends and projections in faculty tenure and student enrollment at NU, court cases involving the rights of tenured faculty who are dismissed because of fiscal exigency, and the effects of federal legislation deferring the mandatory retirement age to 70. Finally, the report notes the projected increase in the percentage of NU faculty who are to be assured tenure, discusses the threat to administrative stability by increasing the number of tenured faculty in the face of declining enrollments, outlines recommendations for reevaluating NU's tenure system, and presents a bibliography. (JP)

ED 212 372 PS 012 637

Hutson, Barbara Ann
Brain-Based Curricula: Salvation or Snake Oil?
Pub Date-Nov 81
Note-36p.; Paper presented at the Annual Conference of the Midwestern Educational Research Association (Des Moines, IA, November, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Biological Influences, Cerebral Dominance, *Curriculum Development, Curriculum Evaluation, Developmental Stages, Elementary Secondary Education, Guidelines, *Instructional Innovation, Learning Plateaus, *Learning Processes, *Learning Theories, Metaphors, *Neurological Organization, Research Needs
Identifiers-Brain Hemispheres, Triune Brain

This presidential address before the Midwestern Education Research Association describes the chain of evidence that is required to link brain research to classroom practice; describes some of the proposed brain-based curricula and the kinds of evidence presented to support them; and suggests guidelines for evaluating proposals for implementing brain-based curricula in the schools. Three approaches to brain-based curricula are critically reviewed, including Hart's interpretation of MacLean's triune brain concept, Sample's discussion of left/right hemispheric processing, and the Epstein/Toepfer position on brain growth stages. In view of the deficiencies of these theories for educational practice, it is suggested that future research linking neurology to the classroom should test the links between neurological structures, neurological functions, psychological functions, and classroom learning. Educators considering implementing a brain-based curriculum should ascertain that the curriculum (1) is based on accurate interpretation and appropriate extrapolation of basic neurological research; (2) reflects the curriculum learning theory from which it originates; and (3) has been proven to cause the desired changes in learning. Concluding remarks assert that advances in knowledge about neurological processing within the next two decades will be applied in instructional technology and may require inquiry into the ethics of controlling learning. (Author/RH)

ED 212 621 SP 019 676

Moll, Hans Kaufmann, Karl
Instructional Development for the Classroom Teacher.
Illinois State Board of Education, Springfield.
Pub Date-78
Note-65p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Objectives, Classroom Techniques, Communication Skills, *Curriculum Development, *Educational Strategies, Elementary Secondary Education, *Formative Evaluation, *Instructional Development, *Instructional Materials, *Material Development, Teaching Methods

The instructional development (ID) process is a teaching method that can be applied to an entire course, unit, or subject. The ID process can be compared to the decision making stages in purchasing and designing a house. These stages involve such concepts as communication theory, audience analysis, and study of goals and objectives. The choice of ideal and practical strategies must be considered in terms of student needs and effectiveness of class presentation. Using media specialists to help in the selection of appropriate materials to carry out the lesson is the next step. Such evaluated materials can include films, filmstrips, tape recordings, slides, and games, as well as print resources. Selected materials are then tested with a small group of students from the classroom. If necessary, the strategy is modified and then put into practice. The six steps in using a successful instructional package are: (1) prepare yourself (the classroom teacher); (2) prepare the environment; (3) prepare the students; (4) use the medium; (5) review; and (6) test. This system of revising and selecting new materials and equipment is particularly appropriate to the use of films in the classroom. (FG)

Zucker, Barbara Fleisher

Nonprint Sources About Museums: A Bibliography.

Pub Date-80
Note-43p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Audiovisual Aids, Educational Equipment, Field Trips, Filmographies, *Information Services, *Information Sources, Instructional Materials, *Museums, *Nonprint Media, Preservation, Visual Arts, Zoology

This annotated bibliography provides a listing of 146 films, videotapes, filmstrips, slides, audiotapes, records, and kits that can be used with audiences of all ages and backgrounds who are interested in museum history, projects, and services. Its contents range from discussions on works of art to an examination of zoological collections. Each entry provides the title, format, media characteristics, guide or written material if available, producer or distributor, date of issue, item number, and grade level or target audience. Evaluative comments accompany previewed entries. Prior to the bibliographic entries is a brief section which discusses sources for locating nonprint material. It covers media both produced by and about museums, and touches upon places where software, hardware, and media services can be purchased. (Author/MER)

ED 212 353 PS 012 605

Ochiltree, Gay Edgar, Don

The Changing Face of Childhood.

Institute of Family Studies, Melbourne (Australia).

Pub Date-Oct 81

Note-23p.; Paper presented at the Seminar on Child Neglect and Abuse (Sydney, Australia, September 24, 1980).

Available from-Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria, Australia 3000 (No price quoted).

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Child Abuse, Child Neglect, Child Rearing, *Children, *Family Life, Foreign Countries, *History, *Legislation, *Parent Child Relationship, *Social Influences, Theories

Identifiers-*Australia

Originally prepared for the opening address of a seminar on child abuse and neglect held in Sydney on September 24, 1980, the aim of this discussion paper is to give a very brief picture of the conditions and life patterns of children from the Middle Ages into the twentieth century. The focus of the historical review is mainly on British children because Australia was settled as a British colony and many Australian traditions stem from colonial days. A brief catalogue of disaster'' reflecting the harsh social conditions under which families in general and children in particular had to suffer is presented in order to emphasize that it becomes very hard to draw the line between ideas of abuse and neglect in the present and normal treatment in the past. Emphasis is also given to the fact that in the past different treatment received by children was based on underlying, opposing views of the nature of a new baby. Attention is given to the historical development of articles of legislation protecting British children. Concluding paragraphs discuss the social conditions of childhood in Australia and indicate some of the problems of childhood (such as violence against children and unscrupulous advertising) in the context of the so-called child-centered twentieth century. (Author/RH)

ED 212 202 HE 014 664

Thornton, Nelson L., Jr.

The Costs of Federally Mandated Social Regulations to Institutions of Higher Education in Texas.

Pub Date-Sep 81

Note-40p.; For related documents, see HE 014 661 and HE 014 662.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accessibility (for Disabled), Building Design, *Compliance (Legal), Construction Costs, *Educational Finance, Expenditures, *Federal Regulation, Government School Relationship, *Higher Education, Private Colleges, Program Administration, *Program Costs, Program Implementation, School Surveys, State Colleges, State Surveys, Student Financial Aid, Tuition

Identifiers-*Texas

The cost and impact of institutions of higher education in Texas when implementing and administering federally mandated social regulations were studied. All of the 156 institutions of higher education in Texas were sent questionnaires, and 108 responded. Findings include the following: the total dollar costs for implementing and administering federally mandated social regulations (excluding social security) were projected to exceed $31 million for all higher education institutions in Texas for the 1977-78 academic year. The average dollar cost to public institutions was $175,036, as opposed to an average cost to private institutions of $328,569. These costs averaged 1.28 percent of the total budget. For public institutions, 38 percent of the revenue to cover the added costs of implementing and administering federally mandated social regulations came from the state government; for private institutions, 22 percent of the revenues came from the state government. Increases in tuition have provided nearly 43 percent of the revenues needed to cover the added costs of private institutions. Rehabilitation of the handicapped and work environment types of regulations have the greatest one-time costs of implementation, whereas financial aid to students is the most costly type of regulation to administer on an annual basis. Administrators generally look to the federal government for solutions to the regulatory problems, and for funding to cover the added costs, as well. Recommendations are included. (Author/SW)

ED 212 253 IR 009 947

Fitting, Marjorie A.

Computer Use in Santa Clara County Schools.

San Jose State Univ., Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 80
Grant-SPI-7902349
Note-75p.
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Programs, Computers, *Computer Science Education, Elementary Secondary Education, Input Output Devices, *Merchandise Information, Professional Associations, *Publications, School Surveys
Identifiers-*Santa Clara Unified School District CA

This publication provides not only a directory of schools in Santa Clara County and nearby with information on their use of computers, but listings of sources for various resources on educational use of computers, information about using and obtaining software, and descriptions of three news making events. The first section lists the Santa Clara County Schools and some nearby schools by district, and provides the name of the contact person, address, telephone number, equipment, and projected uses for each school in the district. The next section includes addresses and descriptions of eight professional associations; addresses of 13 user groups; information about 18 publications on computers; a list of computer science courses offered at San Jose State University; specifications for computers used in Santa Clara County; local suppliers; and dates of upcoming events. The third section provides brief descriptions of computer managed instruction and computer assisted instruction, a list of five factors to consider in organizing a computer software library, and information about 76 manufacturers of software for educational use. The final section contains reports or facts sheets on three diverse items: the Computer Science Institute at San Jose State University, Sesame Place, and Adventure of the Mind: A Series on Personal Computing produced by Children's Television International, Inc. (CHC)

ED 212 334 JC 820 042

Betz, Cecily Lynn

Realities and Possibilities.

Pub Date-Nov 81

Note-11p.; Paper presented at the California Forum on Associate Degree Nursing, Achievements and Challenges'' (Sacramento, CA, November 20, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, Articulation (Education), *Associate Degrees, *Bachelors Degrees, Certification, *Educational Change, Educational Trends, External Degree Programs, Higher Education, Nursing, *Nursing Education, *Professional Recognition, State Licensing Boards

The successes of Associate Degree Nursing (ADN) programs since their inception in 1953 have been extensive. They include the training of 310,000 nurses, nearly one-quarter of the licensed nurses in the U.S., and the provision of competent, caring, and responsible service in hospitals, clinics, and other settings. The role of an Associate Degree (AD) nurse is central as the primary direct caretaker, the patient's advocate and resource, and an intrinsic part of the health care team. Besides these important functions, the AD nurse is an outstanding candidate for supervisory and leadership positions and can easily make the transition to baccalaureate and graduate nursing programs. The needs of the profession are changing because of advances in medical technology, an older population, issues emerging from the women's movement, and an increased consumer awareness. More baccalaureate and graduate nurses will be required; the proposals of the 1970 Lysaught Report, which recommends two related but different career patterns, professional and technical, should be accepted; and modification of baccalaureate programs to accommodate ADN graduate transfers should be encouraged. Though AD nurses will not become a relic of the past, the trend at present is toward raising educational qualifications in the nursing profession and toward increasing the articulation of ADN and baccalaureate programs. (HB)

ED 212 392 RC 012 903

Rillo, Thomas J.

Outdoor Education The Past Is Prologue to the Future.

Pub Date-13 Oct 80
Note-27p.; Paper presented at the Annual Conference of the New York State Outdoor Education Association (13th, Swan Lake, NY, October 10-13, 1980).
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agricultural Education, Camping, College Instruction, Conservation Education, Disabilities, *Educational Development, *Educational History, Elementary Secondary Education, *Environmental Education, Experiential Learning, *Futures (of Society), Higher Education, Leadership Training, Minority Groups, Older Adults, *Outdoor Education, Public Relations, Rural Urban Differences, Special Education

Although educators and philosophers such as Johann Amos Comenius, Jean Jacques Rousseau, Pestalozzi, and Froebel stressed the study of nature, outdoor education really began with the first teaching-learning act which occurred outdoors. The human being, physiologically and psychologically adapted for outdoor existence, has only been indoors for 2,000 of the 3 million years human life has existed. Evolution of the outdoor movement can be traced through several phases: early Homo sapien'' the outdoor animal; agricultural revolution; educational revolution; the nature study idea; organized camping movement; conservation education movement; public school camping; outdoor education; environmental education; environmental ecological education; experiential education; and future Homo sapien'' the outdoor animal. Some proposals for future outdoor education include: (1) inclusion of senior citizens and associated programs as part of the total outdoor program; (2) incorporation of public relations; (3) research on interesting the masses of children and adults in outdoor education, with emphasis on attracting minority group interest; (4) leadership development at the college level; (5) increased community involvement; (6) development of resources within reach which do not require reliance on fossil fuels for transportation; (7) a stronger national organization for outdoor and/or environmental education; and (8) opportunities for the handicapped, families, and rural and urban residents to explore the other's environment. (AW)

ED 212 410 RC 013 142

Scott, Bob
Development in New Zealand. Development Education Paper No. 19.
United Nations Children's Fund, New York, N.Y.
Pub Date-81
Note-12p.; For related documents, see RC 013 135-144. Informational addresses and final footnote may not reproduce clearly due to small print size.
Available from-UNICEF, 866 UN Plaza, New York, NY 10706.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, *Community Attitudes, Cultural Awareness, *Cultural Isolation, Developed Nations, Developing Nations, Economic Development, *Ethnocentrism, Foreign Countries, Foreign Policy, Futures (of Society), Global Approach, International Education, Rural Development, Social Characteristics, *World Affairs, World Problems
Identifiers-*Development Education, *New Zealand

Although recognized as being out-of-date, two characteristics of New Zealand's outlook on the world (a monocultural attitude and isolationism), have played a significant part in forming community opinions and attitudes on national and international development questions. Attitudes toward Third World countries are narrowed by lack of information, lack of cultural experience, and suspicion of political extremism.'' New Zealand, itself, exhibits many characteristics of a developing country: small in area and population, an island nation, dependent for export earnings on its primary produce, easily affected by overseas economic trends and changes, and deeply in debt to foreign banks. In New Zealand the concept of development education is still new. A few schools offer optional liberal studies'' courses. While regarded as leftist'' or disruptive, churches are beginning to consider aid to developing countries and have established an Ecumenical Secretariat for Development. Major forces in development education are CORSO, International Coalition for Development Action, Co-ordinating Agencies Committee, and World Vision. Possible strategies for development education include formation of coalitions of people already involved to work together nationally, greater attendance at international conferences, international activist exchange programs, and publication of resource materials emphasizing New Zealand's role in development education. (NEC)

ED 212 429 RC 013 164

Neal, Colleen E. Tafoya, Terry

Animal People. Teacher's Guide United Indians of All Tribes Foundation, Seattle, Wash.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-45p.

Available from-United Indians of All Tribes Foundation, P.O. Box 99253, Seattle, WA 98199 ($2.50).

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indian Culture, American Indian Education, *American Indian Literature, *American Indians, Behavioral Objectives, *Cultural Awareness, Cultural Education, *Instructional Materials, *Learning Activities, *Legends, Preschool Education, Primary Education, Tribes

Identifiers-American Indian History, Chinook Jargon, Coloring Books, Oral Tradition, United States (Northwest)

A coloring book and a teacher's guide are designed to provide pre- and primary school children with an opportunity to develop their fine muscle coordination as they color and develop skills in art expression, and at the same time to introduce children to the cultures of the Plateau area tribes of Washington, Oregon, and Idaho. These tribes are the Yakima, Warm Springs, Umatilla, Nez Perce, Colville, and Spokane. The books focus on the Huckleberry Feast, which is celebrated in late August to offer thanks to the Creator for providing fruit for the people, and which is comparable to the Thanksgiving holiday. The legend that coincides with the Huckleberry Feast has been passed down orally for many generations. All of the characters portrayed in the coloring book are animal people. Each picture is titled in English in the coloring book, and in the teacher's guide in both English and Chinook Jargon, a trade language made up of various Northwest Coast Indian languages, English, and French. Chinook Jargon was used in the past as an intertribal language for communication when different tribes had to deal with one another. The teacher's guide features the narrative to be used with each picture, and additional learning activities (games, legends, vocabulary, craft activities). (Author)

ED 212 447 RC 013 182

Hickerson, Mike, Comp.

Georgia Migrant Education Support Services Manual, 1981-82.

Georgia State Dept. of Education, Atlanta. Div. of Compensatory Education.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date-Oct 81

Note-455p.; Paper copy not available due to colored pages.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Delivery Systems, Guides, Human Services, *Migrant Children, Migrant Education, *Migrant Health Services, *Migrant Programs, *Migrant Welfare Services, National Organizations, Private Agencies, Public Agencies, Social Agencies, *Social Services

Identifiers-*Georgia

Intended as a source guide to assist Georgia migrant personnel in obtaining educational, employment, health, human, legal, and social services for migrant children, the manual lists 250 national and state agencies, organizations, societies, and foundations; describes their purposes, services, eligibility requirements, fees, geographical areas of service; and gives addresses and/or telephone numbers to contact for further information. The list includes some services for adults, since migrant children are often helped through assistance to their families. A subject guide cross-references the alphabetical agency listing. Appendices provide regional and local office addresses, contact persons, and telephone numbers for 25 of the service agencies described. (NEC)

ED 212 467 SE 036 076

Sex-Role Stereotyping in Mathematics Textbooks. Research Report.

New Zealand Dept. of Education, Wellington.

Pub Date-Mar 80

Note-12p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Research, Elementary Secondary Education, Foreign Countries, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Mathematics Materials, *Sex Role, *Sex Stereotypes, *Textbook Bias

Identifiers-*Mathematics Education Research, New Zealand

This study looked at six primary textbooks and 25 of 31 secondary textbooks of mathematics published in New Zealand. All exercises, problems, and illustrations were analyzed for references to roles and activities assigned to males and females. The number of times males and females were mentioned and the number of famous people of each sex noted were recorded. Language used was analyzed for examples of sexism. Results indicated four times as many roles were assigned to males as to females. Roles commonly given for females included teacher, mother, student, sister, nurse, girl guide, secretary, shop keeper, and housewife. These nine roles accounted for 59% of female roles in primary textbooks and 40% of those in secondary. The proportion of males to females taking part in activities was similar in primary texts but males appeared in the majority of activities in secondary texts. Illustrations were fairly well balanced in primary texts but secondary texts favored males. The use of he'' and man'' are cited as examples of textbook bias. Given this and other data, it was concluded that the textbooks as a group give strong evidence of bias in favor of males. (MP)

ED 212 489   SE 036 236

Proceeding of the Annual Science Education Conference (7th, Claremont Teachers College, Perth, Western Australia, July 1981). Theme: Science Education in the Eighties.

Western Australia Science Education Association.

Pub Date-Jul 81

Note-100p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Collected Works - Proceedings (021) - Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Education Service Centers, *Elementary School Science, Elementary Secondary Education, *Foreign Countries, Higher Education, Libraries, Physical Sciences, Program Evaluation, Science Education, *Science Instruction, *Secondary School Science, Student Teacher Relationship

Identifiers-*Science Education Research

Eight addresses given at the Seventh Annual Science Education Conference at Claremont Teachers College in Perth, Western Australia are presented. The general conference theme was Science Education in the Eighties.'' In the first paper, four areas of special opportunity for science education in Western Australia (W.A.) are identified: goals and curricula, the environment, examinations, and graduate programs. The second speech discusses systematic research designed to increase knowledge of classroom processes that optimize learning of specific science outcomes. The third traces efforts to disseminate the primary science syllabus in W.A. An evaluation report of the Physical Science Project is given in the fourth paper and the fifth paper describes an education center program and the role that these centers can play in teacher in-service in W.A. The next paper reports the findings of a study that investigated the effect of how well a student gets along with the science teacher on achievement, attitudes towards science, and academic self-concept. The seventh address promotes the use of the library as a resource for teaching science. The final paper describes a model for self-evaluation of teaching effectiveness in science. (DC)

ED 212 509 SO 013 783

Massialas, Byron G. And Others

Taking a Population Census, Episode IV. Resource Material Development: Population Dynamics in Eighth Grade American History.

Florida State Univ., Tallahassee.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-74

Contract-OEG-0-73-5415

Note-53p.; For related documents, see SO 013 782-788 and SO 013 835. United States Census information may not reproduce clearly in microfiche or paper copy due to small and broken print type throughout original document.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Census Figures, Colonial History (United States), *Constitutional History, Curriculum Guides, Demography, Family Characteristics, Grade 8, *Interdisciplinary Approach, Junior High Schools, Population Distribution, *Population Growth, Population Trends, *United States History, Units of Study

This is the fourth unit in a series that introduces population concepts into the eighth grade American history curriculum. (See SO 013 782 for an overview of the guide.) In Episode IV, the history topic is union under the Constitution. Objectives are to (1) help the student to examine the need for collecting information on the population during the developing period of a nation; (2) identify the conditions and issues that were the basis for the drafting of Article I, Section 2, of the Constitution; (3) scruntinize the processes of implementing a census in a country; and (4) contrast the Census of 1790 with the Census of 1970 in the United States. In addition to reading and discussing, activities include involving students in administering a census to each other, pretending they are a colonist in 1755 and filling out a census form, role playing the debate concerning the type of government the Constitutional Convention would establish, and role playing legislators in Congress in 1970 with the task of writing a law to implement Article I, Section 2 of the Constitution. (NE)

ED 212 527 SO 013 825

Kirberg, Enrique

Comparison of Educational Goals in Chile Before and After 1973. Working Paper Series, No. 28.

McGill Univ., Montreal (Quebec). Centre for Developing-Area Studies.
Report No.-ISBN-0-88819-048-4
Pub Date-81
Note-27p.; Small print throughout document.
Available from-Publications, Centre for Developing-Area Studies, McGill University, 815 Sherbrooke Street West, Montreal, Quebec, Canada H3A 2K6 ($2.00).
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Education, Democracy, *Educational Change, *Educational Objectives, Foreign Countries, Higher Education, Totalitarianism
Identifiers-*Chile, Militarism

This paper examines the educational goals in Chile before and after 1973 when the Chilean military led by Pinochet brutally eliminated the democratically elected government of Allende and the Unidad Popular. Reforms were initiated in 1967, 1968, 1969, and 1970, and at the time of the coup, were being implemented in all eight Chilean universities. General goals for the reform of the university were to democratize the universities which were very elitist and to improve university programs, to create new careers, and to conduct research related to such national issues as mining, housing, and food. Within five years the enrollment increased from 9,000 to 33,000 students. To provide some kind of services to the entire population, season courses'' covering every area of study were taught in several parts of the country. Technological Institutes were established. Workers and low-income people were admitted to the universities programs. After the coup, over 700 educators were taken prisoners, the universities were taken over by the military, and practically all the reforms were revoked. For the first time in Chilean history, general admissions to the university decreased. All the programs of workers' education have been eliminated. The Chilean universities have reverted to being colonial universities, equipped with modern methods of repression. However, the universities are not dead and there are signs that universities are beginning to revive. (A footnote indicates that since the date of this talk, repression in Chile has worsened.). (Author/RM)

ED 212 545 SO 013 878

Yamauchi, Joanne Sanae

The Cultural Integration of Asian American Professional Women: Issues of Identity and Communication Behavior. Final Report.

American Univ., Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-23 Sep 81

Grant-NIE-G-78-0220

Note-87p.; The appendices may not reproduce clearly from EDRS in microfiche or paper copy due to fading ink.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Asian Americans, Behavioral Science Research, Communication Research, *Employed Women, Ethnicity, *Nonverbal Communication, Racial Identification, *Self Concept, Sexuality, *Social Behavior, Social Values, *Verbal Communication

The purpose of this study was to examine the communication behavior of Asian American women who held nontraditional, male-dominated jobs. Two hundred and eighty seven Asian American women of Chinese, Japanese, Korean, and Philippino descent in both traditional and nontraditional occupations were interviewed in Washington, D.C. and San Francisco. In the interviews various instruments were utilized to determine the participants' ethnic identity, sexual identity, interracial identity, and verbal and non-verbal communication patterns. Results included the following. Nontraditional occupation holders displayed (1) a combination of Asian and American value orientations, (2) more masculine tendencies or the perceived ability associated with masculine-related orientations such as being more decisive and ambitious, (3) a rejection of stereotypes attributed to them by white members of society, (4) more situation-person specific assertive verbal behavior, and (5) a trend toward more nonverbal assertive behavior. The pattern of multicultural adjustment of the Asian American women in nontraditional occupations consisted of their being more highly educated and older than their counterparts in traditional occupations, and in their displaying an additional set of communication behavioral skills to deal with a variety of individuals of different sexes and cultures. (Author/RM)

ED 212 564 SP 019 453

Penner, Karen P. Kolasa, Kathryn M.

Secondary Teachers' Nutrition Knowledge, Attitudes, and Practices.

Pub Date-Aug 81
Note-20p.; Paper presented at the Annual Meeting of the Society for Nutrition Education (14th, San Diego, CA, August 9-12, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Foods Instruction, *Health Education, *Knowledge Level, Nutrition, *Nutrition Instruction, Secondary Education, *Secondary School Teachers, *Teacher Attitudes, Teacher Behavior, Teacher Education, *Teacher Effectiveness, Teacher Role

The nutrition knowledge, attitudes, and practices of secondary teachers of health and physical education, home economics, science, and social studies were assessed. Of the 518 teachers who completed the survey instruments, 43 percent had never taken a food or nutrition course, and 63 percent had no inservice training in nutrition or food instruction. Home economics teachers scored significantly higher than did other teachers on a test measuring nutrition knowledge level. In a measurement of attitudes toward teaching nutrition, home economics teachers were assessed as having the most positive attitudes, while social studies teachers had the least positive. The assessment of teachers' attitudes toward their own nutrition found no clear differences among the teachers, all of whom had positive attitudes toward their own nutrition. Nearly two-thirds of the teachers reported teaching some aspect of food and nutrition in their classes. Generally, teachers who taught about food and nutrition had taken more food and nutrition courses and had higher knowledge scores and more favorable attitudes toward teaching nutrition. The data support the idea that teachers should have preservice training in food and nutrition. (Authors/FG)

ED 212 582 SP 019 553

Youth Advocacy Training Resource. Volume III. Case Studies.
Evaluation Technologies, Inc., Arlington, Va.
Spons Agency-Office of Education (ED), Washington, D.C. Teacher Corps.
Pub Date- 79
Contract-300-79-0529
Note-85p.; For related documents, see SP 019 551-554.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-American Indians, *Behavior Change, Blacks, *Change Strategies, Classroom Techniques, *Delinquency, Educational Opportunities, Inservice Teacher Education, Mexican Americans, Minority Groups, Program Evaluation, Rural Education, Secondary Education, Site Selection, *Staff Development, *Student Behavior, Teacher Behavior, Urban Education, *Youth
Identifiers-*Teacher Corps, *Youth Advocacy Project

This volume presents three case studies of Teacher Corps Youth Advocacy Projects. The three projects selected represent the diversity inherent in Teacher Corps in setting, population, local education agency sites, and theoretical approach to the education of troubled youth. The focus of the study of the Arizona State University Project, which is in an urban setting, was on the development of personnel and community members in School Improvement Teams to change the educational system's capacity for improvement. The populations involved were Native Americans and Mexican Americans. The Kanawha County/West Virginia University study focused on personnel development, including involving community members in the problems of youth, the competencies necessary to complete high school, and diagnostic and prescriptive methods of enhancing basic skills. The population involved was black, Appalachian, and other minority youth. At the University of Maine at Orono/Old Town Schools, the setting was rural and the focus of the study was on personnel development directly affecting troubled behavior, such as behavior management, classroom management, adolescent psychology, student counseling, individualized instruction, and institutional collaboration within and between groups. The population involved was Native American and French American. For each case study, there is a description of: (1) focus; (2) components of the project; and (3) sites and project activities, including the personnel development-intern component, evaluation and documentation activities, and interrelationships between groups. (JD)

ED 212 602 SP 019 603

Egbert, Robert L. And Others
Preparation of Teachers for Basic Education.
Pub Date-Aug 81
Note-33p.
Available from-Not available separately; see SP 019 598.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Basic Skills, Educational Theories, *Foreign Countries, Higher Education, Literacy Education, *National Programs, *Teacher Education, *Teacher Education Curriculum, *Teacher Education Programs

These papers, presented at the 1981 World Assembly of the International Council of Education for Teaching, describe the methods and status of teacher education programs in the United States, Australia, Ireland, and Malysia. The first paper, The Preparation of Educational Personnel for Basic Education,'' by Robert L. Egbert, introduces the theories of John Dewey and reviews the status of teacher education in the United States as a basis for a suggested teacher education curriculum emphasizing basic skills teaching. M.E. Dunkley describes, in The Role of Inservice Education in Promoting Educational Change in Australia,'' the strengths and weaknesses of recent Australian inservice teacher education programs. In Preparing Teachers for Basic Eduction in Ireland,'' Desmond Swan discusses problems of providing effective training in a developing nation, with references to the basic education program in Egypt. The teacher education system in Malaysia is outlined in Innovations in Teacher Education in Malaysia,'' by Datn Hafsah Haji Nasir, focusing on the education and training of nongraduate teachers for primary and lower secondary schools. (FG)

ED 212 640 SP 019 729

Lyon, Philip Ognibene, Richard

Teachers, Secondary Schools, and the Handicapped: A Retraining Program.

Pub Date-Feb 82

Note-17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College School Cooperation, *Cooperating Teachers, Faculty Development, Higher Education, *Mainstreaming, *Master Teachers, Secondary Education, *Secondary School Teachers, Teacher Attitudes, *Teacher Education, Teacher Educator Education

Identifiers-College of Saint Rose NY

The College of Saint Rose (Albany, New York) initiated a Dean's Grant inservice program for secondary school teachers and administrators to prepare them as master teachers for the college's student teachers who were being trained to deal with mainstreamed students. The group met twice a week for a semester under the guidance of the college faculty. The presentation of the course consisted of lecture and discussion with visual aids, audience participation, and handouts. The pace of the program was designed to be short, active, and varied. The emphasis of the course content was on the practical, comprehensive, and realistic. Besides dealing with the educational needs of handicapped students, a panel presentation by parents of handicapped students brought immediacy and clarity to student problems. A second panel consisted of handicapped adults. Participant responses to a program evaluation were very positive. While the long-range intent of this program was to prepare secondary school teachers to serve as practicum supervisors for preservice teachers, it was also intended to establish a living laboratory.'' The preservice students will be placed with program graduates and observed by those involved in their training. These on-site visits and the feedback from the cooperating teachers and the practicum students will provide a test of the revised curriculum. Future inservice programs are planned for training counselors and administrators in dealing with mainstreamed students. (JD)

Pitts, Marcella

The Relationship of Classroom Instructional Characteristics and Writing in the Descriptive/Narrative Mode.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Grant-OB-NIE-G-78-0213
Note-89p.; A portion of Appendix A, Student Questionnaire on Use of Instructional Variables, is marginally legible due to small print.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Descriptive Writing, Educational Objectives, Feedback, High Schools, Secondary School Teachers, *Teaching Methods, Time on Task, *Writing (Composition), Writing Exercises, *Writing Instruction, Writing Skills

The purpose of the proposed study was to examine relationships between instructional characteristics in required high school composition classrooms and quality of writing in one of the four domains included in the curriculum, the imaginative/narrative domain. Questionnaire data were collected on objectives, writing activities, and specific writing skills to which instructional time is devoted; frequency and type of writing practice provided; and grading procedures employed. These data were examined in relation to students' writing performance as measured by the ratings assigned to the student essay samples written for this study. Teachers of average-ability writing classes were more concerned with grammar and mechanics, and offered more in-class assignments. Above-average class teachers spent more time in individual conferences, assigned longer papers, and provided more specific suggestions for improvement. Tracking, or class assignment, was the single significant variable related to variability in student writing scores. (Author/BW)

ED 212 682 TM 820 254

Burkheimer, Graham J. Jaffe, Jay

Highly Able Students Who Did Not Go To College. Contractor Report.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency-National Center for Educational Statistics (ED), Washington, D.C.

Report No.-NCES-82-217

Pub Date-Aug 81

Contract-OE-0-73-6666

Note-76p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Ability, Academic Aspiration, *College Attendance, Comparative Analysis, Higher Education, *High School Graduates, *Noncollege Bound Students, Secondary Education, Student Characteristics

Identifiers-*National Longitudinal Study High School Class 1972

The data collected from the in-school and three follow-up surveys of the National Longitudinal Study of the High School Class of 1972 have been merged and processed. Results are being presented in a series of reports designed to highlight selected findings in educational, career, and occupational development. This report focuses on students who were in the top quarter of their graduating class in academic ability but who had not entered college four and one-half years after high school graduation. In particular, the report presents information about the potential reasons for nonattendance and the current activity states of these highly able students. For comparison purposes, results are also presented for those of other ability levels. Study findings indicate that the effects on and of college attendance are basically similar for all ability levels. Where differences exist, they are quantitative rather than qualitative, suggesting that similar factors affect and are affected by college attendance but that they operate and are operated upon to a different extent for the highly able student. (Author/GK)

ED 212 702 UD 021 872

Desegregation and Inservice Education: A General Bibliography.
Southwest Educational Development Lab., Austin, Tex.
Pub Date-31 Aug 81
Note-74p.; Not available in paper copy due to institution's restriction. Some pages may be marginally legible due to reproduction quality of original document.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Desegregation Methods, Elementary Secondary Education, Integration Studies, Multicultural Education, *Racial Integration, Racial Relations, *School Desegregation, *Social Integration, *Staff Development

This bibliography of desegregation and inservice education literature was developed by the WIEDS (Ways to Improve Education in Desegregated Schools) Project in Austin, Texas. This bibliography is said to be a by-product of research done on successful desegregation/integration strategies which could be applied to the planning of staff and development activities. Entries include books, articles, government documents and other related materials. (JCD)

ED 212 723 UD 022 076

Rossell, Christine And Others

Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Volume V. A Review of the Empirical Research on Desegregation: Community Response, Race Relations, Academic Achievement and Resegregation.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-NIE-R-79-0034

Note-343p.; For other volumes of this Assessment Project, see UD 021 862 and UD 022 073-080.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Academic Achievement, *Community Attitudes, *Desegregation Effects, Desegregation Methods, Discipline Policy, Elementary Secondary Education, Intergroup Relations, *Minority Groups, Racial Composition, *Racial Relations, *School Resegregation, Student Placement, Track System (Education)

This literature review considers the impact of desegregation on community response, racial relations, academic achievement and resegregation. Chapter one examines the effectiveness of desegregation plans in reducing racial isolation and white flight, and in promoting a positive community response. Desegregation school practices and effects on intergroup relations among students are discussed in chapter two. A discussion of the effects of desegregation on minority group achievement in reading and language arts, the racial composition of desegregated schools, and implications for desegregation policy are presented in chapter three. The final chapter discusses resegregation as a result of assignment to academic programs, and the impact of discipline practices on resegregation. The relationship of desegregation to assignment procedures such as ability grouping and tracking, and the effect of desegregation on special education, bilingual education and compensatory education programs are also examined. Within each chapter, reference notes and a bibliography are appended. (JCD)

ED 212 219 HE 014 706

Fox, Dallas R. And Others

College and University Cost-Productivity Models for Administrative Areas: Case Study: Student Financial Aid Administration.

Pub Date-Oct 81

Note-42p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981). Table 1 may not reproduce well due to marginal legibility.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrators, College Administration, *Cost Estimates, *Expenditures, Higher Education, Models, Predictor Variables, Productivity, *Program Budgeting, Program Costs, School Surveys, State Universities, *Student Financial Aid, *Student Financial Aid Officers

The institutional programmatic and workload factors that have influential effects on the costs of administering the student financial aid (SFA) service were studied, based on a survey of 51 public universities. Thirty-two of the sample were chosen due to their similarities with the University of Florida, and the remaining were members of the Southern University Group of 25, a data sharing consortium. Only 21 of the returned questionnaires had sufficient data to be included in the analysis. Findings generally support the hypotheses that the expenditure and staffing levels of the SFA service can be empirically estimated by using various measures of workload. Both workload factors and staffing requirements appear to be closely related to the level of SFA expenditures. In addition, workload factors are also influential in explaining staffing levels, but this relationship is not as strong as the relationship between workload and expenditures. Variables that were examined in relationship to expenditures include: the number of headcount students, the number of individual programs supported by the SFA office, the university structure, the number of awards granted to students, the average number of revisions in aid awards, SFA staff-student contacts, and time involved in the validation of Pell application forms. Two conclusions that can be drawn from the findings are that there are fairly consistent relationships among the noted variables across the universities, and that expenditures can be expected to increase proportionately with increases in workload variables. Empirical models of expenditure and staffing requirements were developed. These models and a sample questionnaire are appended. (SW)

ED 212 276 IR 009 983

Finley, Sevilla

Providing Technical Assistance in the Location of Information Resources to Designers and Developers of Professional Inservice Programs.

Pub Date-Nov 81

Note-29p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (6th, New Orleans, LA, November 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Improvement, *Information Dissemination, Information Needs, *Information Networks, Information Retrieval, *Information Services, Information Sources, *Inservice Education, Instructional Design, Instructional Development, Program Descriptions, Technical Assistance

Identifiers-*Appalachia Educational Laboratory WV

This paper describes the functions and services of four federally-funded information dissemination networks the Research and Development Exchange (RDx), the Educational Resources Information Center (ERIC), the National Diffusion Network (NDN), and the State Capacity Building Programs (SCBP) and explains how each network interrelates within Appalachia Educational Laboratory's Regional Exchange in providing educational information to the community. Included are complete citations, descriptors, and abstracts of 21 ERIC documents and journal articles. (RBF)

ED 212 298 JC 810 019

Academic Crossover Report. University of Hawaii, Community Colleges, Fall 1980.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Report No.-IRACC-14
Pub Date-Dec 80
Note-65p.; Data tables produced from computer print outs may not reproduce well.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Colleges, Comparative Analysis, Courses, *Enrollment Trends, *General Education, *Majors (Students), Nonmajors, State Surveys, Two Year Colleges, *Two Year College Students, *Vocational Education
Identifiers-*Hawaii

Fall 1980 registration data from six of Hawaii's seven community colleges were analyzed to determine the course-taking patterns of different groups of student majors and the client-serving patterns of the different academic departments. Major findings reveal that students seeking a certificate were taking 70% of their course work in vocational courses; those seeking an associate in arts degree (AA) were taking 87% of their work in general education; and those seeking an associate degree in science (AS) were taking 57% of their work in vocational courses. The courses taken by certificate and AS students were generally numbered less than 100, while AA students took 75% of their course work in courses numbered 100 or higher. As in previous years, liberal arts majors took the bulk of their work (87%) in general education courses, and vocational majors took 59% of their course work in vocational education areas. Vocational students continued to generate the bulk of the vocational student semester hours (SSH's) and the percentage of liberal arts majors served by general education courses continued to decline from 65% in 1978 to 60% in 1980. Other findings indicated that the proportion of SSH's generated by general education was slightly less than two-thirds of the total, and that 30% of all SSH's were in the humanities courses. Data tables and charts comprise the bulk of the report, providing combined and institutional statistics and illustrating trends. (KL)

ED 212 316 JC 810 656

Fall Enrollment Report: University of Hawaii, Community Colleges, Fall 1981.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.

Report No.-MIF-7

Pub Date-Nov 81

Note-21p.; Charts may not reproduce clearly because of small print.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age, *Community Colleges, Credit Courses, *Enrollment Trends, Females, Full Time Students, Liberal Arts, Majors (Students), Males, Part Time Students, State Colleges, State Surveys, *Student Characteristics, Tables (Data), Two Year Colleges, *Two Year College Students, Vocational Education

Identifiers-*Hawaii

Data are presented on a series of tables summarizing enrollment trends and the academic and personal characteristics of the 20,087 regular students enrolled in credit programs at six University of Hawaii community colleges during Fall, 1981. The tables cover: (1) headcount enrollment in regular credit and special programs; (2) headcount enrollment by campus for the years 1971 through 1981; (3) selected student characteristics, i.e., sex, educational objective, major, attendance status, semester hours taken, residence, tuition status, age, citizenship, and registration status; and (4) student profiles broken down by these characteristics for 1977 through 1981. The data indicate, among other findings, that regularly enrolled students constituted 74% of the total Fall, 1981 enrollment; that 51% of the students were female and 53% were enrolled on a part-time basis; that the average semester hours attempted by all students was 9.8 as compared to 10.4 in Fall, 1977; and that the mean age of the students was 25.2 years. Liberal arts majors comprised 40% of the enrollments while vocational education majors made up 45%. Programs showing substantial enrollment increases from Fall, 1980 included accounting, computer science, secretarial science, medical lab technology, and electronics. Data tables delineating the distribution of majors by program area for all Hawaii community colleges and for each campus are appended. (KL)

ED 212 373 PS 012 638

Tipps, Steve And Others

Brain Functioning Models for Learning.

Pub Date-3 Feb 82

Note-22p.

Pub Type- Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Individual Differences, *Learning Processes, Models, *Neurological Organization, *Teaching Methods

Identifiers-*Brain Functions

This paper describes three models of brain function, each of which contributes to an integrated understanding of human learning. The first model, the up-and-down model, emphasizes the interconnection between brain structures and functions, and argues that since physiological, emotional, and cognitive responses are inseparable, the learning context is important to learning outcomes. The second model, the side-by-side model, is based on the differences between the two cerebral hemispheres. Central to this model is the idea that the way the two hemispheres work together to produce a unitary understanding of experiences, or the way they fail to cooperate, may account for individual differences in learning. Since balanced instructional practices have a greater potential of reaching a variety of individuals in any classroom, it is recommended that learning experiences include both visuo-spatial (concrete) and verbal (abstract) components. Finally, the connections model of the brain function suggests that neurochemical connections within the brain encode experiences and that those patterns of connections are responsible for understanding. The process of making such connections is seen as a generative action by which people make decisions regarding their learning and behavior. (Author/MP)

ED 212 622 SP 019 677

Whooley, John And Others

Should the University of Wisconsin-Eau Claire Seek NCATE Reaccreditation in 1983? Report of the Ad Hoc NCATE Study Committee.

Wisconsin Univ., Eau Claire.
Pub Date-Sep 81
Note-149p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Standards, *Accreditation (Institutions), Accrediting Agencies, *Educational Planning, Educational Quality, Educational Trends, Futures (of Society), Higher Education, Preservice Teacher Education, *Program Evaluation, *Schools of Education, *Teacher Education Programs
Identifiers-*National Council for Accreditation of Teacher Educ, *University of Wisconsin Eau Claire

A study by the School of Education at the University of Wisconsin at Eau Claire (UWEC) was designed to provide information on whether UWEC should seek NCATE (National Council of Accreditation for Teacher Education) reaccreditation for its graduate and undergraduate teacher education programs in 1983. The essential question in the study was whether NCATE accreditation, or lack of it, had a significant effect on the well-being of the institution, its teacher education graduates, and elementary and secondary school pupils. Sources of information for the study included chancellors of the NCATE institutions in the University of Wisconsin System, the director of NCATE, directors of regional accrediting associations, state and local officials and educators, directors of admissions and heads of both NCATE and non-NCATE teacher education institutions, private foundations, and the UWEC School of Education instructional staff and students. The general conclusions were that it was not necessary for UWEC to seek NCATE reaccreditation in 1983, and that, when NCATE follows recommendations generated from a study done by the Institute for Research on Teaching (Michigan State University), UWEC will reconsider its position. It was recommended that the UWEC School of Education initiate a school-wide self study of its programs. Appended to this report are the survey instruments, statistics, a list of federally funded programs and accrediting agencies and associations, the NCATE stated benefits of accreditation, and the NCATE estimated budget for the 1980-81 visit to UWEC. (FG)

Creating Learning Environments for Improved Student Retention: Developmental Education Conference Proceedings (Atlanta, Georgia, February 9-10, 1981).

Southern Association of Colleges and Schools, Atlanta, Ga.
Pub Date-Feb 81
Note-13p.; Sponsored by the Education Improvement Program.
Available from-Education Improvement Program, Southern Association of Colleges and Schools, 795 Peachtree St., N.E., Atlanta, GA 30365.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Style, College Environment, *Course Evaluation, *Developmental Studies Programs, Dropout Research, Faculty Development, Higher Education, *Instructional Development, Program Evaluation, *School Holding Power, Student Personnel Services

The proceedings of a conference for administrators, faculty, and staff of developmental education programs are summarized. An introductory section outlines the history, development, and definition of developmental education in the United States and gives statistics on the number and percentage of various institution types reporting developmental program activities, with breakdowns for reading, English, mathematics, and special admissions programs in two- and four-year colleges. The objective of the conference is described as helping programs improve learning environments without sacrificing quality of instruction. The keynote speech by Willa B. Player is outlined and the three rotating conference sessions are described. The sessions focused on course development (student characteristics, instructional objectives, content selection, the learning process, and instructional analysis); instructional and learning styles; and analytical reasoning. Results of a conference evaluation survey are given. Major conference recommendations include development of: instructional practices to accommodate special needs; recruitment and admission strategies to match students' educational needs; student personnel services; faculty and staff development programs; formative and summative evaluation strategies for nontraditional and developmental programs; reallocation of resources at state and institutional levels; and nontraditional procedures for collecting and analyzing retention data. (MSE)

ED 212 354 PS 012 606

International Code of Marketing of Breast-Milk Substitutes.
World Health Organization, Geneva (Switzerland).
Report No.-ISBN-92-4-154160-1
Pub Date-81
Note-38p.
Available from-WHO Publications Centre USA, 49 Sheridan Avenue, Albany, NY 12210 ($1.50 plus $1.25 shipping and handling).
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advertising, *Consumer Protection, Educational Needs, Global Approach, *Health Needs, *Infants, Marketing, Merchandise Information, *Nutrition, Primary Health Care, *Young Children
Identifiers-Breastfeeding, *Breast Milk Substitutes, Food Selection

The World Health Organization's final draft of the International Code of Marketing of Breast-milk Substitutes'' is presented in its entirety. Recognizing that breast-feeding is an unequalled way of providing ideal food for the healthy growth and development of infants, the Code's aim is to contribute to the safe and adequate nutrition of infants by the protection and promotion of breast-feeding, and by ensuring the proper use of breast-milk substitutes, when these are necessary, on the basis of adequate information and through appropriate marketing practices. In 11 successive articles, the Code focuses on dissemination of information concerning the feeding of infants; advertising or other forms of promotion of breast-milk substitutes to the general public; the respective roles of health care systems, health workers, and persons employed by manufacturers and distributors of breast-milk substitutes in the feeding of infants; and standards for labeling and the quality of breast-milk substitute products. The final article, on implementation and monitoring, states that governments should take action to give effect to the Code, as appropriate to their social and legislative framework, including the adoption of national legislation, regulations or other suitable measures. Annexed materials relevant to drafting of the Code are included. (Author/RH)

ED 212 468   SE 036 077

Sex-Role Stereotyping in School Journals. Research Report.
New Zealand Dept. of Education, Wellington.
Pub Date-Mar 80
Note-15p.; Contains occasional light and broken type.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Research, Elementary Education, *Females, Foreign Countries, Instructional Materials, *Periodicals, Sex Bias, *Sex Role, *Sex Stereotypes, Supplementary Reading Materials
Identifiers-New Zealand

School journals were examined to view the variety of roles shown for each sex and the view given of the places of men and women in the world. Journals issued in each of four years were studied, with 1977 and 1978 representing recent years, 1975 chosen since it was International Women's Year, and 1969. All journals were studied for the number of times each sex was referred to in the text or shown in the illustrations, for the number of references to famous men and women, and for any incidences of sexism in the language used. It was concluded that there is a majority of males mentioned in school journals. Some movement toward equality between 1969 and 1978 was noted. It was felt the types of roles, activities, and character traits assigned to each sex contributes to a picture of life where males engage in a wider range of more exciting and interesting roles than do females. It is noted that if equality of opportunity is accepted as a goal, it must be ensured that books provided for school children reflect this. (MP)

ED 212 603 SP 019 604

De Landsheere, Gilbert And Others
Relating Theory to Practice through Innovation.
Pub Date-Aug 81
Note-39p.
Available from-Not available separately; see SP 019 598.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Competency Based Teacher Education, *Educational Research, Educational Trends, *Foreign Countries, *Instructional Innovation, *Research Utilization, Rural Education, Teacher Attitudes, *Teacher Education, Teaching Methods, *Technology Transfer
Identifiers-*Research Practice Relationship

Four papers presented at the 1981 World Assembly of the International Council of Education for Teaching deal with methods of achieving improved education results through application of research findings. In his paper, Strategies for Getting Practitioners to Utilize the Findings of Research, Evaluation, and Development,'' Gilbert De Landsheere of Belgium suggests an inservice program using behavior modification techniques, using Belgian examples as case studies.

Non-Formal Adult Education in Developing Nations,'' by Paul H. Masoner and David J. Masoner of the United States, presents the findings of a study on Accion Cultural Popular in Colombia, a nonprofit rural education organization founded in 1947. In The Development of Competency Based Teacher Education (C.B.T.E.),'' George E. Dickson describes the CBTE program established at the University of Toledo (Ohio) in 1968. In a paper entitled Educational Research and Practice in Japan,'' Hiroshi Kida reviews Japan's educational research since 1868 and outlines the research characteristics pursued by school teachers, educational researchers, and university-based professors and researchers. (FG)

ED 212 703 UD 021 873

Ogletree, Earl J. Mitchell, Bernice

Parents Favor School Desegregation and Neighborhood Plan, But Reject Busing.

Pub Date- 81

Note-15p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Blacks, *Busing, Community Surveys, *Desegregation Effects, Elementary Secondary Education, Hispanic Americans, Neighborhood Schools, *Parent Attitudes, Public Policy, *Racial Relations, School Desegregation, *Voluntary Desegregation, Whites

Identifiers-*Chicago Public Schools IL

A survey of parent attitudes toward desegregation of Chicago (Illinois) public schools was conducted among black, Hispanic and white parents in Chicago. Findings showed no significant difference in responses between the three ethnic groups. Parents favored school desegregation in general, but rejected busing and mandatory desegregation programs in favor of neighborhood schools and voluntary desegregation plans. Most parents did not believe that desegregation would increase academic achievement or help their children get along with children of other races. Over half of them thought that busing would cause middle-class whites to leave Chicago. The findings suggest that if meaningful desegregation is to be achieved in Chicago or in any urban area, an alternative to large scale busing must be found. (Author/MJL)

ED 212 203 HE 014 671

Gayley, Henry T.

How to Write for Development: Better Communication Brings Bigger Dollar Results.

Council for Advancement and Support of Education, Washington, D.C.
Pub Date-81
Note-53p.
Available from-CASE Publications, Order Department, Box 298, Alexandria, VA 22314 ($16.50).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alumni, *Annual Reports, Business, Educational Finance, Federal Aid, *Financial Support, *Fund Raising, Grantsmanship, Guidelines, Higher Education, Letters (Correspondence), Models, *Pamphlets, Philanthropic Foundations, Private Colleges, Private Financial Support, *Proposal Writing, State Aid, State Colleges, *Writing (Composition), Writing Skills

Basic principles of writing for development are examined, along with guidelines and content outlines for writing proposals, annual reports, case statements, fund-raising brochures, annual and deferred giving materials, and development letters. Attention also is directed to the basics of raising money by mail and improving writing skills in general. Before choosing a suitable design for the written request for funds, the following considerations should be addressed: Who will read it? What is desired from the person after reading the request? How does the recipient of the request feel about the project or institution at the present time? What can be said to gain the reader's interest? Why should the reader want to do what is requested? How will the message be presented? Why should the reader want to do what is requested? How will the message be presented? Three possible outlines for writing proposals are considered: the National Science Foundation outline, the CASE Summer Institute (1975) outline, and an outline from Cornell University. It is suggested that annual reports should highlight the institution's major achievement across the widest range possible, and should identify problems and challenges, all in a unified narrative. In case statements, or brochures, colorful language and a glowing tone are important. A comprehensive outline for a case statement, provided by Frantzreb and Pray Associates, is examined. It is suggested that a fundraising brochure should be less grandiose than a case statement. Annual giving letters will be more effective when the following is known about the reader, age (class), gender, reunion or nonreunion year, degree held or major subject, giving record, and institution-related activities. (SW)

ED 212 254 IR 009 958

Orlansky, J. String, J.
Cost-Effectiveness of Maintenance Simulators for Military Training. Final Report.
Institute for Defense Analysis, Arlington, Va.
Spons Agency-Department of Defense, Washington, D.C.
Report No.-IDA-P-1568
Pub Date-Aug 81
Contract-MDA-903-79-C-0202
Note-188p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Cost Effectiveness, Equipment Evaluation, Equipment Maintenance, Equipment Utilization, Job Performance, *Machine Repairers, Military Personnel, *Performance Factors, *Simulation, *Technical Education

Designed to help trainers of military maintenance technicians evaluate the cost-effectiveness of using maintenance simulators as opposed to using actual equipment trainers, this report documents the value of using the synthetic training devices to duplicate the performance characteristics of operational equipment under both normal and many malfunction conditions. The report also outlines an evaluation of 12 studies conducted since 1967 which show that student achievement in courses that used maintenance simulators was either the same or better than those in courses using actual equipment trainers. While it is noted that the acquisition cost of maintenance simulators was typically less than that of actual equipment trainers, the report cautions that this finding must be qualified by the fact that effectiveness is based primarily on school achievement rather than on-the-job performance, and cost figures are based primarily on acquisition rather than on life cycle costs. (MER)

ED 212 335 JC 820 043

Staples, Katherine E.

A Writing Course for Elders: Outreach, Growth, Synthesis.

Pub Date-81
Note-14p.; Paper presented at the Community College Humanities Association Conference (Farmer's Branch, TX, October 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Adult Students, Autobiographies, Community Colleges, Creative Writing, Expository Writing, *Middle Aged Adults, *Older Adults, *Poetry, Student Educational Objectives, Student Motivation, Two Year Colleges, *Writing (Composition), *Writing Instruction

This paper presents a personal approach to the special pedagogical requirements of teaching writing courses for elders and specifically examines courses in poetry writing, expository prose, and prose fiction, taught to persons over 55 under the auspices of the Institute of Lifetime Learning, a nonprofit, self-supporting institution associated with Austin Community College. First, the instructor's assumptions about teaching courses for elder students and the attitudes of elder students are discussed. Next, the initial problems arising from the different goals and interests of the students in the poetry writing course are outlined. Then, problems of course structure, student sensitivity about their work, and the students' lack of acquaintance with each other are detailed together with the instructor's solutions. Next, the reasons for the failure of a course in autobiography taught outside the normal institutional setting are explored. The process of obtaining a grant for the publication of student memoirs and poetry and the students' involvement in the project is outlined. Finally, the conclusions reached about teaching courses to elders, i.e., that the process does not differ greatly from teaching younger students except that the former have more years, more memories, and some diminution of physical abilities, are discussed and the particular rewards of teaching elder students indicated. (HB)

ED 212 393 RC 013 046

Conference Proceedings: Annual Colorado Conference on Rural Education (1st, Ft. Collins, Colorado, June 7-8, 1981).
Colorado State Univ., Ft. Collins. Dept. of Education.
Pub Date-81
Note-111p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Attendance, Community Development, Community Education, Declining Enrollment, Definitions, *Educational Finance, Educational Legislation, Educational Policy, Educational Research, *Educational Resources, Elementary Secondary Education, Extended School Day, Federal Aid, *Government School Relationship, Inservice Teacher Education, *Problems, Rural Development, *Rural Education, Rural Urban Differences, *School Community Relationship, Staff Development, Teacher Education, Teacher Recruitment, Vocational Education

Identifiers-Colorado

The conference convened on June 7, 1981, to study critical issues in rural education, the political and legislative perspectives involved, and resources available for rural educators. The format of the conference consisted of formal addresses and individual discussion sessions. This report includes the formal addresses, covering national implications of the new federal budgetary process: the national perspective on education, particularly rural education; the role of the school/community relationship in rural development; the role of the university in Colorado's future development; federal perspectives on education; political and legislative perspectives; and current issues and events that affect rural education. A brief report from the question and answer session is provided. Concluding the report are discussion summaries which cover staff development issues; the need for innovative models and alternative organizational designs; research issues in rural education; in-service training opportunities; four-day school week experiment; rural teacher training and recruitment in the 1980's; and development of rural education models that work. A list of the conference participants is appended. (CM)

ED 212 411 RC 013 143

Schwartz, Richard H.

Teaching Global Issues Through Mathematics. Development Education Paper No. 20.

United Nations Children's Fund, New York, N.Y.
Pub Date-81
Note-10p.; For related documents, see RC 013 135-144.
Available from-UNICEF, 866 UN Plaza, New York, NY 10706.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cultural Awareness, Developed Nations, Developing Nations, Economic Development, *Elementary School Mathematics, *Futures (of Society), *Global Approach, Instructional Materials, Interdisciplinary Approach, Intermediate Grades, International Education, Learning Activities, *Mathematical Enrichment, Mathematics Materials, Rural Development, *World Affairs, *World Problems
Identifiers-*Development Education

The document shows how teachers can use mathematics problems to teach fourth, fifth, and sixth grade students about critical global issues. The problems are arranged according to development topics. For each problem, the solution, reference source, and mathematical skills to be strengthened are given; global issues related to each problem are also briefly discussed. The first two mathematical problems relate to Population.'' The other global issues included are Poverty and Effects,'' Waste in Affluent Nations,'' The Arms Race,'' and Global Hunger.'' Usng these and similar mathematical problems, teachers can introduce interesting and valuable information and concepts. More important than the specific information in any problem, however, is the process of inquiry students gain from discussions of the significance of the results for their world's future. In effect, calculating the answer to one of the sample math problems raises a host of other related questions: Are we running out of natural resources?'' What impact does the arms race have on the meeting of human needs?'' How serious is the population explosion?'' Concepts of interdependence, change, communication, and conflict can be used as organizing themes for discussion and as a context for information gathering and further inquiry. (Author)

ED 212 430 RC 013 165

Nicholson, Beryl

Rural Migration Patterns in Norway: Some Observations concerning Recent Trends.

Pub Date-9 Aug 81
Note-34p.; Paper presented at the European Congress for Rural Sociology (11th, Helsinki, Finland, August 9-15, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Groups, Agricultural Occupations, Blue Collar Occupations, *Career Choice, Comparative Analysis, Employment Opportunities, Employment Patterns, Foreign Countries, Migrants, *Migration Patterns, *Occupational Mobility, Population Trends, Public Service Occupations, *Relocation, Rural Areas, *Rural Population, *Urban to Rural Migration, White Collar Occupations
Identifiers-*Norway

In Norway, there has been a change from net out-migration from rural areas to net in-migration since about 1970; however, this apparent change is a manifestation of changes in occupational patterns and characteristics of certain age groups. The rise in technical and professional occupations has been dramatic, and a particularly high proportion of this occupational group has been in the relatively mobile early career stages and at mobile ages. Net losses and gains to rural or agricultural areas are equal to only about 10% of the respective gross out- and in-movements. In absolute terms, there is an approximate balance between in- and out-movement which suggests that few of these migrants settle in a commune for any length of time. Migrants consist predominantly of those in the highest and lowest socio-economic strata. The net out-migration of village natives is generally higher than net in-migration of other people. There has been growth in employment opportunities in rural areas in the secondary sector during the 1970's, notably in the public service sector. Although these changes in the occupational structure of rural areas are bringing about conditions considered necessary to stop out-migration, the jobs created are, in principal, open to anyone and not reserved for local inhabitants. (CM)

ED 212 448 RC 013 183

Bailey, Gerald D., Comp. Scott, Robert E., Comp.
Issues and Answers in the Rural and Small School Education Movement. Annual Rural Education Conference (2nd, Manhattan, Kansas, November 10-11, 1980).
Kansas State Univ., Manhattan.
Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.; Kansas State Univ., Manhattan. Coll. of Education.; Mid-Continent Regional Educational Lab., Inc., Denver, Colo.
Pub Date-Apr 81
Note-114p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Qualifications, Administrator Role, Career Development, College Role, Conference Papers, Cooperative Programs, *Curriculum Development, Educational Finance, Educational Research, Education Service Centers, Elementary Secondary Education, Government School Relationship, Higher Education, *Institutional Role, Minority Groups, Organizational Effectiveness, *Organizations (Groups), *Politics, Population Trends, Prediction, Program Descriptions, *Rural Education, Rural Schools, *School Administration, School District Reorganization, Small Schools, Teacher Education, Teacher Recruitment, Vocational Education
Identifiers-Fallacies, *Kansas

Conference papers are clustered into three major categories: background the past and future; current issues in rural and small school education; and individual and group roles in rural and small school education. Papers in the first category provide an overview of the basic changes in rural education, project a picture of rural education in the future, and look at research related to rural and small schools. Issues highlighted in the second section include school district reorganization, rural school finance, vocational education, rural cooperatives, career development, minority groups in rural and small schools, the myths associated with rural and small schools, population trends in Kansas, curriculum development, and teacher recruitment and retention. Papers in the third group identify the individuals and agencies that have been influential in rural education and suggest what the role of those individuals and agencies should be in the future. Papers cover the rural superintendent's role, leadership styles, political direction needed, the role of higher education, variables influencing rural students' college attendance, the relationship between the federal government and rural schools, the regional laboratory, the activities of People United for Rural Education, the role of interest groups, and the need for a strong education organization in Kansas. (CM)

ED 212 490 SE 036 237

White, Leigh Cree, Ed.

Community Energy Planning: A Local Solution. Proceedings of the Regional Northeast Energy Conference (Windsor Locks, CT, November 11-13, 1980). Publication 27.

Northeast Regional Center for Rural Development, Ithaca, N.Y.

Pub Date-Feb 81

Note-73p.; Photographs may not reproduce well.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, *Community Action, *Community Planning, *Community Programs, *Conservation Education, Energy, *Energy Conservation, Environmental Education, Policy Formation, Private Agencies, Public Agencies

The proceedings of a conference designed to promote local planning and implementation of energy programs are summarized. The objectives of the program were to: (1) create a consciousness for local energy planning; (2) provide frameworks, tools, and techniques for local energy planning; and (3) define and clarify energy goals for the implementation of energy activities in the areas of conservation, renewable resources, and policy. Papers in part one describe six different national, regional, and local energy organizations. Part two focuses on the process for action and includes speeches on local energy planning, group process, and a Maryland case study. The next part explains how to use minority businesses, census data, film, people, public relations, and video to build success. Six case studies from five states are summarized in part four. A bibliography and list of participants are included. (Author/DC)

Massialas, Byron G. And Others
Changing the West Through Migration. Episode V. Resource Material Development: Population Dynamics in Eighth Grade American History.
Florida State Univ., Tallahassee.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-74
Contract-OEG-0-73-5415
Note-61p.; For related documents, see SO 013 782-788 and SO 013 835.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*American Indians, Black History, Curriculum Guides, Demography, Grade 8, Human Geography, *Interdisciplinary Approach, Junior High Schools, Land Settlement, *Migration, Population Distribution, *Population Growth, Social History, *United States History, Units of Study
Identifiers-*Westward Movement (United States)

This is the fifth unit in a series that introduces population concepts into the eighth grade American history curriculum. (See SO 013 782 for an overview of the guide.) In Episode V, the history topic is westward movement, Civil War, and Reconstruction. Objectives are to help the student to (1) examine the westward migration in terms of its effect on the population distribution and the population composition of the United States during the nineteenth century; (2) scrutinize the impact of rapid population growth and technological innovations in the West and examine the impact that population growth and technological innovation may have had on resources available in the Plains; (3) survey the socioeconomic effects of rapid population growth by an agricultural group of people in an area previously settled by a less nomadic group; (4) review the distribution of the Blacks after the Civil War and the role they played in westward migrations; and (5) evaluate student learning and reinforce conceptual understanding of population change in the West of the nineteenth century. Activities include involving students in reading and discussing materials, developing a bar graph of the age composition of the U.S. population in 1850 for three regions, completing questionnaires on their personal migration, and tracing the Sioux's lifestyle prior to the westward movement. (NE)

ED 212 528 SO 013 828

Clark, Leon E., Ed.

Coming of Age in Africa: Continuity and Change. Through African Eyes: Cultures in Change, Unit I.

Center for International Training and Education, New York, N.Y.

Pub Date-71

Note-121p.; Some photographs throughout the document may not reproduce well from EDRS in microfiche or paper copy. For related documents, see SO 013 829-833.

Available from-CITE Books, 777 United Nations Plaza, Suite 9-H, New York, NY 10017 ($5.95).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*African Culture, Area Studies, *Black Studies, Child Rearing, Family Life, Foreign Countries, *Primary Sources, Reading Materials, Secondary Education, *Social Change

Identifiers-*Africa, *Traditionalism

This book, first in a series of six dealing with African culture and intended for secondary level students, deals with tradition and change in Africa. All of the selections in this volume were written by Africans and come from a variety of sources including autobiographies, novels, and poems. The basic purpose of the book is to capture some of the feelings, aspirations, and experiences of black Africans and, by so doing, help the reader develop a sense of empathy and a feeling of identity with human beings everywhere, recognizing the common humanity that all men share. Discussion questions are provided for the selections. The first selection, Growing Up in Acholi,'' is a first-hand account of growing up among the Acholi people in northern Uganda. The author, the first Acholi girl to receive a university degree, describes in detail how Acholi children are trained for the roles they will take in adult society. The second selection, Song of Lawino: A Lament,'' is a series of excerpts from a book-length poem which illustrates in fictional form the types of family disruption that can result from change. The third selection, African Child,'' contains excerpts from one of Africa's best-known autobiographies, Dark Child,'' by Camara Laye who grew up in Guinea when it was still a French colony. The book concludes with three poems of modern Africa that deal with the emotional turmoil of change. (Author/RM)

ED 212 546 SO 013 879

Zimmerman, William

How to Tape Instant Oral Biographies.

Report No.-ISBN-0-448-12330-4; ISBN-0-935966-00-5
Pub Date-81
Note-100p.
Available from-Guarionex Press, Ltd., 201 West 77 Street, New York, NY 10024 ($4.95 plus $1.00 shipping cost).
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Biographies, Elementary Secondary Education, Interviews, *Oral History, Primary Sources, Questioning Techniques, Records (Forms)
Identifiers-*Family History

This is a guide for recording one's family history. With the use of tape recorders, recording or home videotape systems and simple interviewing techniques, anyone child or adult can easily prepare oral biographies to track their families' chronicles. The guide presents instructions for interviewing relatives and friends. Included is a comprehensive list of suggested questions to ask in recording family biographies. Questions include both straightforward ones to obtain short, factual responses in some chronological order and more open-ended ones to encourage people to open up and give broader responses. Family history sheets which can be filled in during an interview or later on are also provided. The sheets have been duplicated to allow use by at least two people in a family. (Author/RM)

ED 212 565 SP 019 478

Witty, Elaine P., Ed. And Others

Proceedings of the National Invitational Conference on Problems, Issues, Plans, and Strategies Related to the Preparation and Survival of Black Public School Teachers (Norfolk, Virginia, June 26-27, 1980).

Norfolk State Univ., Va. School of Education.

Pub Date-Jun 80

Note-156p.; For related documents, see SP 019 479-480, SP 019 483-485, ED 189 038, and ED 194 448.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Black Colleges, Black Students, *Black Teachers, Change Strategies, *Child Advocacy, Classroom Desegregation, Declining Enrollment, Educational Research, Equal Education, Higher Education, Negative Attitudes, Political Influences, Racial Bias, *Research Needs, Schools of Education, *Standardized Tests, Teacher Certification, *Teacher Education Programs, Teacher Qualifications, Trend Analysis

Identifiers-National Teacher Examinations

The purpose of this conference was to identify and examine factors which are increasingly restraining the education, certification, employment, and retention of black teachers. The two-day conference included the presentation of seven papers on the following topics: (1) changes in the faculty and student body populations in black colleges and the interrelated factors which impinge upon the opportunities for entry into teaching and survival on the job; (2) the necessity for black educators and institutions to be actively involved in the design, implementation, and assessment of the minimum competency movement and to be involved in the definition of basic education;'' (3) the importance of teacher involvement with professional organizations, parents, students, and community agencies in forming strong lobbies to affect positive changes in general curriculum and standardized testing; (4) problems and strategies relating to employment and retention of black teachers in order for them to work effectively as advocates for black children; (5) improving the general curriculum in black colleges and preparing preservice students to perform well on the National Teacher Examination; (6) the control of teacher education, policy formation, and governance and the funding of schools of education; and (7) the necessity of a black perspective in educational research. Reports are included of group discussions on: (1) specializing the curriculum: general studies and basic skills for preservice students; (2) recruiting and selecting students; (3) problems in the employment and retention procedures for black teachers; (4) building research skills for teachers; and (5) expanding administrative support. (JD)

ED 212 583 SP 019 554

Youth Advocacy Training Resource. Volume IV. A Review of Theory and Applications for the Education of Troubled Youth.

Evaluation Technologies, Inc., Arlington, Va.
Spons Agency-Department of Education, Washington, D.C. Teacher Corps.
Pub Date- 79
Contract-300-79-0529
Note-114p.; For related documents, see SP 019 551-553.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavior Problems, *Change Strategies, Child Advocacy, *Delinquent Behavior, Educational Research, *Individual Characteristics, Inservice Teacher Education, *Institutional Characteristics, Interaction Process Analysis, Program Evaluation, School Role, Secondary Education, Staff Development, Teacher Role, *Youth, Youth Opportunities
Identifiers-*Teacher Corps, *Youth Advocacy Project

This volume serves as a source of information about the relationship of Teacher Corps Youth Advocacy Project activities to the field of secondary school reform for troubled youth. This document presents major theories about educating troubled youth, theoretically-based programs, and research and evaluation on their effectiveness. Theories are grouped under two broad perspectives: (1) the individual in interaction with social institutions; and (2) the individual's behavior. This dual focus is maintained throughout the volume as each perspective, its definition, application, and relevant research are identified. In examining the interaction between individuals and social institutions, four phenomena are considered which contribute to troubled behavior: negative labeling, norm diversity among subcultures, blocked opportunity, and lack of affiliation with conventional institutions. The theories about these phenomena are the basis for intervention efforts for those who try to alter characteristics of institutions where the phenomena are operating. Discussions are given of individual characteristics of youth to determine their relationship to troubled behavior. The origin of these characteristics may be attributed to physiology, personality, learning disabilities, cultural membership, peer influence, family relationships, or contact with substance abuse (alcohol or drugs). The intervention, prevention, or treatment is centered in the belief that remediation of these individual characteristics will have long-term effects on reducing troubled behavior. (JD)

ED 212 641 TM 810 800

Statewide and Districtwide Testing Results by District and by School, San Diego City Schools. December 1979 to October 1980.

San Diego City Schools, Calif.
Report No.-SDCS-RR-290
Pub Date-Nov 80
Note-199p.; Includes Supplement, Report No. 290 A: Statewide and Districtwide Testing Results for Minority Isolated Schools, San Diego City Schools. December 1979 to Ocotber 1980.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Academic Achievement, *Basic Skills, Comparative Analysis, Educational Assessment, Elementary Secondary Education, Grade 3, Grade 5, Grade 6, Grade 12, Norm Referenced Tests, *School Districts, Scores, Standardized Tests, *State Programs, *Testing Programs
Identifiers-*California Assessment Program, Comprehensive Tests of Basic Skills, Districtwide Testing Program (California), San Diego Unified School District CA, Survey of Basic Skills (California)

The results of standardized norm-referenced achievement tests via the state mandated California Assessment Program (CAP) and the Districtwide Testing Program for the 1979-80 school year are summarized. California Assessment Program tests were administered statewide to all third, sixth and twelfth grade students. The nationally standardized Comprehensive Tests of Basic Skills (CTBS) were administered districtwide to all grade 5 students. Plans to issue a supplemental report providing test results of districtwide testing for secondary school students (grades 8 and 11) are noted in the report. The test data provided by the two testing programs were intended to measure achievement in the basic skills.'' They complement each other and provide an assessment of elementary and secondary schools' programs and student achievement. San Diego City Schools students continue to score above the average California pupil in statewide achievement tests as measured by CAP. Districtwide testing of grade 5 pupils using CTBS found average district fifth graders generally at or above the national average. Individual school test results for each test administered are listed in the appendices. Supplement 290 A provides statewide and districtwide test results for minority isolated schools. (Author/AL)

ED 212 661 TM 820 057

Quellmalz, Edys Capell, Frank

Defining Writing Domains: Effects of Discourse and Response Mode.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Grant-OB-NIE-G-78-0213
Note-134p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Correlation, Essay Tests, *Literary Genres, Models, Multiple Choice Tests, *Scores, Secondary Education, *Test Format, Testing Problems, Test Validity, Writing (Composition), *Writing Evaluation

The purpose of this study was to examine the stability of measures of student writing performance across types of discourse (genres) and across response modes (selected response: multiple choice; constructed response: single paragraph, and full length essay). The study addressed the following: (1) the relationship/stability of writing scores within and between genres when students are tested on different occasions (on writing tasks in the same discourse mode, in different discourse modes); and (2) the relationship/stability of writing scores across selected response items (multiple choice items), brief constructed response items (single paragraph task), and longer constructed response item (full essay 1-2 pages, 3-5 paragraphs). Results indicated that the relationship between a student's scores on essays written in the same mode of discourse is stronger than the correlation between two essays in different discourse modes. These findings suggest that generalizations about student writing competency should take care to reference the discourse domain rather than the more general domain of writing, as students' command of different discourse structures vary. (Author/GK)

ED 212 724 UD 022 077

Broh, C. Anthony Trent, William T.

Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Volume VI: A Review of Qualitative Literature and Expert Opinion on School Desegregation.

Vanderbilt Univ., Nashville, Tenn. Center for Education and Human Development Policy.
Spons Agency-National Inst. of Education (ED), Washington, D.C.; Office of Civil Rights (ED), Washington, D.C.
Pub Date-Apr 81
Contract-NIE-R-79-0034
Note-185p.; For other volumes of this Assessment Project see UD 021 862 and UD 022 073-080.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Academic Achievement, Administrator Attitudes, Attitude Measures, Community Involvement, *Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, *Institutional Characteristics, *Integration Readiness, *Public Opinion, Racial Relations, School Community Relationship, School Resegregation, Teacher Attitudes, Urban to Suburban Migration, *Voluntary Desegregation

This volume presents a review of the qualitative literature pertaining to desegregation strategies and outcomes, and school characteristics. The review was based on the following objectives of desegregation policy: elimination of racial isolation; improvement of racial relations and academic achievement; promotion of positive community attitudes; and reduction of white flight and resegregation within schools. Public opinions regarding various voluntary and mandatory student reassignment plans and transfer policies are discussed. Also included is a review of the consensus literature which summarizes the perspectives of desegregation experts, an outline of strategies for promoting community involvement and techniques for improving home-school cooperation, and a summary of interview findings based on local and national surveys. The literature suggests that most opinions call for magnet schools in combination with mandatory assignment metropolitan plans, and plans that include the early elementary grades. Also reported are generally positive attitudes toward pre-implementation, inservice training programs and post-implementation community involvement, with the greatest expressed concern being white flight in the absence of a metropolitan plan, and resegregation within schools. The majority of consensus reports focus on the avoidance of resegregation, enhancing racial relations, and academic achievement. Sample interview questionnaire forms for local and national experts are appended. (JCD)

ED 212 277 IR 009 984

Jenkins, Darrell L.

A View of the Decision Making Process in Academic Libraries Relating to AACR2.

Pub Date-16 May 81

Note-14p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (Durango, CO, May 16, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Libraries, *Cataloging, *Decision Making, Higher Education, History, *Information Sources, Librarians, *Models

Identifiers-*Anglo American Cataloging Rules

Reviews major events leading to the publication of the Anglo American Cataloging Rules, 2nd edition (AACR2) and discusses information sources which played a part in the AACR2 decision making process including: (1) the AACR2 volume itself; (2) the Library of Congress; (3) networks and consortia; (4) conferences, institutes, and workshops; (5) publications; (6) library study committees; and (7) college/university administrators. The paper concludes with an examination of two decision making models Mason and Bookstein/Kocher to determine whether academic libraries have applied them. Twenty-seven references are provided. (RBF)

ED 212 683 UD 021 411

Busch, Judith W. Schau, Candace Garrett

Multicultural Sex-Role Development in Young Children: Intervention Strategies. Final Report.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date- 80
Note-24p.; Some pages may be marginally legible due to reproduction quality of original document.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-American Indians, Career Choice, *Cultural Differences, Ethnic Stereotypes, Hispanic Americans, *Play, Preschool Children, Preschool Education, *Role Perception, Sex Role, *Sex Stereotypes, Social Behavior

This is the final report of a project that studied sex role stereotyping behavior among children in four preschools in Albuquerque, New Mexico, and attempted to intervene in the development of such stereotyping. The three phases of the study, which included contacting the schools, data collection and analysis, and information dissemination, are described. The report suggests a need for more research involving American Indian and Hispanic American children, and ongoing participation by parents and teachers in the development of intervention strategies. Appendices include the texts of instruments used to assess gender knowledge, verbal and behavioral sex-typing in toy play, and occupational sex-typing. (JCD)

ED 212 220 HE 014 708

Curby, Vicki M.

Columbia College Image Survey Report.

Pub Date-29 Oct 81

Note-40p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29, 1981).

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, College Role, Community Attitudes, Community Surveys, Continuing Education, Evening Programs, Higher Education, *Information Needs, Institutional Research, *Private Colleges, Publicity, *Public Relations, Questionnaires, *Reputation, *School Attitudes, School Community Relationship

Identifiers-*Columbia College MO

The way in which Columbia College, Missouri, is perceived by potential students, government officials, donors, and neighboring institutions was surveyed. Of the 900 randomly selected study group members, 519 responded to a mail questionnaire, which is appended. As many as 37 percent would not or could not give an opinion regarding the college's strengths and weaknesses, a finding that suggests that a substantial portion of the community is not well informed regarding the programs and problems of the institution. Several individuals mentioned the college's lack of visibility and publicity about is curriculum and programs as a weakness. Some uncertainty about the college being private was demonstrated. The day program is more well-known that either the evening program or extended studies; almost three-fourths of the respondents know about the evening program, and 60 percent know that the college offers special programs for adults. Two academic programs, art and business, are also well-known to the respondents. Although members of the community apparently believe that Columbia College graduates are well-educated, they express concern over the quality of the institution, and also appear to perceive the institution as financially unstable. The age group to whom the evening programs are targeted appear to be aware of the offerings, but not of the extensive financial aid offered at the college. Additionally, respondents who are professionals and managers have a fairly well-defined image of the college. Suggestions to improve knowledge about the college are offered. (SW)

ED 212 2[illegible]9 JC 810 067

Emerson, Nancy H.
An Approach to a One-School-Year Technical/Occupational Program Articulation between the Secondary and Post-Secondary Levels.
Dallas County Community Coll. District, Tex.
Pub Date- 80
Note-18p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Articulation (Education), *College School Cooperation, Community Colleges, *Competency Based Education, Job Skills, Multicampus Districts, Secondary Education, Two Year Colleges, *Vocational Education, Welding

An articulation effort between secondary and postsecondary occupational education is described in this report as conducted by the Dallas County Community College District. After an introduction to the articulation project emphasizes the original goal of developing material necessary to award postsecondary credit for mastery at the secondary level, additional benefits of the project are cited. These included providing a base for a core curriculum, facilitating awarding credit for life experience, and assisting in developing and revising courses. Next, steps in the articulation process are described: (1) select programs for articulation using criteria such as high enrollment, local job market needs, availability at secondary schools, and responsiveness of directors to articulation; (2) identify and inform supervisors and participants; (3) complete task analyses; (4) define blocks (i.e., major subject areas), modules, and competencies, and identify core competencies to be required of every student in the program; (5) develop course equivalencies between postsecondary campuses and secondary and postsecondary schools; (6) share blocks, modules, and competencies with secondary teachers; (7) develop objectives to measure competencies; (8) develop articulation implementation procedures; and (9) assemble and print materials. Finally, general suggestions for articulation are provided. Appendices include course equivalencies, articulation procedures, and related materials for a welding program. (KL)

ED 212 317 JC 810 658

Hughes, G. Edward

Report of a Follow-Up Study of Associate of Applied Science Degree Graduates at Mississippi County Community College, 1977-1981.

Mississippi County Community Coll., Blytheville, Ark.

Pub Date-Nov 81

Note-49p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Agricultural Education, Associate Degrees, Community Colleges, Courses, *Education Work Relationship, *Graduate Surveys, Human Services, Industry, Middle Management, Office Occupations Education, *Participant Satisfaction, Police Education, Questionnaires, Secretaries, Solar Radiation, Student Personnel Services, Technology, Two Year Colleges, *Vocational Education, *Vocational Followup

A survey of 161 students who graduated from Mississippi County Community College (MCCC) during the years 1977-79 with an associate of applied science degree was conducted to determine the occupational success of the graduates, their perceptions of the strengths and weaknesses of MCCC, and suggestions for improvement. The survey instrument solicited information concerning: (1) the relationship of the graduate's job to his/her course of study; (2) reasons for not locating a job related to MCCC studies; and (3) the quality of MCCC with regard to practical and theoretical instruction, career orientation, placement services, required and elective courses, and academic advising. In addition, suggestions for improvement were sought through two open-ended questions. Selected findings, based on a 67.3% response rate, reveal that 69.4% of the respondents had jobs related to their studies; the blending of theory and practice at MCCC was favorably rated by most graduates; and general education courses received slightly lower ratings than required vocational courses. The survey report summarizes findings and compares selected data with a similar study conducted in 1979. Appendices include the survey instrument, responses to open-ended questions, and tables that compare findings among graduates in eight majors: agriculture, criminal justice, human services, industrial technology, mid-management, nursing, secretarial science, and solar technology. (KL)

ED 212 374 PS 012 639

Robbert, Lois

Bringing Preschoolers and the Institutionalized Elderly Together: How One Program Works.

Pub Date-81

Note-15p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cooperation, Grandparents, Group Experience, *Older Adults, *Preschool Children, Preschool Education, Program Descriptions, *Program Development, Quality of Life, *Social Development, *Social Values, *Values Education

Identifiers-*Intergenerational Programs

In developing an intergenerational program bringing together preschool children and elderly adults in a retirement home/geriatric center complex, preschool staff had to discard three misconceptions. It was initially supposed that the elderly would like to visit the nursery school. It was assumed that people in the retirement home have nothing to do. Finally, it was anticipated that arranging programs with another institution would be easy. Experience revealed that is was better to take the children to visit the home-center than to depend on the elderly to visit the preschool, and that controlled group activities that work well in preschool, such as art, music, and storytelling activities, were usually successful when provided for mixed groups of elderly adults and preschool children. Events such as walking through the home and greeting residents and one-on-one contact over a box containing objects which could be talked about proved effective. Values realized by intergenerational programs concern the process of transmitting values and attitudes, building human relationships, meeting childhood needs (such as acceptance and self-esteem), socializing the children, and, possibly, enhancing intellectual development. (Author/RH)

ED 212 469 SE 036 078

Sex-Role Stereotyping in Science Textbooks. Research Report.
New Zealand Dept. of Education, Wellington.
Pub Date-May 80
Note-14p.; Not available in paper copy due to marginal legibility of original document.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Research, Elementary School Science, Elementary Secondary Education, Foreign Countries, Occupations, Role Models, *Science Careers, *Science Education, Secondary School Science, *Sex Bias, *Sex Stereotypes, *Textbook Bias
Identifiers-New Zealand, *Science Education Research

School science textbooks and reference books used in New Zealand were examined to investigate the types and number of roles assigned to males and females and the place of men and women in the world as implied in science textbooks. Data recorded included the number of different types of roles and activities assigned to each sex, number of times each sex was shown in illustrations, number of references to famous males and females, number of references to male or female characters, and any incidence of sexism in language used. The overall orientation in science textbooks was in favor of males. Some of the roles shown for females were in fields which were traditionally assigned to males (physics professor, naturalist explorer), but males did not appear in fields traditionally assigned to females. Some books exhibited equal treatment of the sexes, showing science as being for both males and females, but others were still strongly oriented in favor of science as a male occupation. (PB)

ED 212 704 UD 021 889

Elementary, Middle, and High School Guides for Teaching about Human Rights Appendix.

Detroit Public Schools, Mich. Dept. of Curriculum Development Services.

Pub Date-81
Note-637p.; For related documents, see UD 021 886-888.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC26 Plus Postage.
Descriptors-*Career Awareness, *Civil Liberties, Cross Cultural Training, *Ethical Instruction, Ethnicity, Instructional Materials, Interpersonal Competence, Language Enrichment, *Multicultural Education, Occupational Aspiration, Racial Bias, Socialization, *Social Responsibility, Stereotypes, Values Clarification

This appendix to the guides for teaching about human rights at the elementary, middle, and high school levels features instructional activities and materials which represent a variety of cultural perspectives. Among the topics addressed are the role of values and ethics in decision making, prejudice, racial and ethnic stereotyping, social skills and responsibilities, self concept, sex roles and ethnocentrism. Also included are descriptions of historical and technical research which focus on human rights issues. A universal declaration of human rights, a declaration of the rights of the child, and a human rights calendar are presented as an introduction to the guide. An annotated bibliography of filmstrips and other audiovisual materials for each level is appended. (JCD)

Hilmarsson, Arni Thor
The Economy and Student Enrollment in University Type Education.
Pub Date-Jul 81
Note-39p.; Study presented in partial fulfillment of a master's degree research project, Andrews University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Comparative Education, *Economic Factors, Educational Attainment, *Enrollment Trends, *Foreign Countries, *Higher Education, Productivity
Identifiers-*Europe (West), *Gross National Product

The relationship between the economy of noncommunist European countries and university enrollment over a period of ten years (1967-76) was studied, including the possibility of a causal relationship. Data were gathered from statistical publications of the United Nations; correlations were made by computer at a .05 level of significance. Gross domestic product per capita was used as the economic variable for Austria, Belgium, Denmark, Finland, Greece, West Germany, Ireland, Italy, Norway, Portugal, Spain, Sweden, and Switzerland. Percentage of the population enrolled in university education was the educational variable. Individual country results show a strong positive correlation between the two variables in all countries except Sweden. Graphs illustrate the separate patterns of the two variables during the period in question. No causal relationship was found between the variables, however, and the results are not felt to have much practical value. Further research is suggested. A brief bibliography and the survey letters used are included. (MSE)

ED 212 278 IR 009 985

Coleman, Kathleen, Comp. Grassian, Esther, Comp.

Directory of Library Instruction Programs in California Academic Libraries.

California Clearinghouse on Library Instruction, San Diego.

Pub Date-80

Note-128p.; Indexes may not reproduce due to use of colored paper.

Pub Type- Reference Materials - Directories/Catalogs (132) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Audiovisual Aids, *College Libraries, Credit Courses, Glossaries, Higher Education, *Instructional Materials, Librarians, *Library Instruction, Noncredit Courses, State Surveys, Tables (Data), *Teaching Methods

Identifiers-*California

Compiled from the result of a survey conducted in March 1980, this directory identifies 136 college libraries and provides information on the library instructional program each offers, including instructional modes, whether it is a credit course, teaching and lecture materials used, and a contact person. For credit courses, the entry identifies the department granting the credit, whether or not the course is required, who teaches the course, the number of years the course has been offered, and the number of students completing it. Table One indicates the number of survey returns by library type, i.e., community college, California State University and College, University of California, and private or religious institution. Tables Two to Nine provide a statistical analysis of the various programs for each library type and for all the libraries combined; an explanation accompanies each table. A glossary is provided, as well as five indexes listing libraries offering the following types of programs: library lectures, conducted tours, exercises designed for specific courses, formal and self-paced courses for credit, noncredit instructional programs, and audiovisual media used in library instruction. Appendices include the survey questionnaires and a list of commercially published texts used in library instruction courses. (RBF)

ED 212 355 PS 012 607

Kaplan, Melissa G. And Others
Michigan Day Care Provider Training Project, Year One: An Evaluation.
Wayne State Univ., Detroit, Mich. Center for Urban Studies.
Spons Agency-Michigan State Dept. of Social Services, Lansing.
Pub Date-Jan 81
Contract-MDSS-T80-043
Note-167p.
Available from-Center for Urban Studies, Wayne State University, 5229 Cass Avenue, Detroit, MI 48202 ($5.00; 10 or more copies, $4.00 each).
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Caregivers, *Day Care, Early Childhood Education, Enrollment, Postsecondary Education, *Program Evaluation, Questionnaires, Research Design, Summative Evaluation, Tables (Data), *Trainees, *Trainers, *Training, Training Objectives
Identifiers-Michigan, *Social Security Act Title XX

A Title XX funded statewide training program offering 20 hours of instruction for 1,662 licensed center and home child care providers who served Title XX eligible children in Michigan was evaluated at the end of its first year of operation. The first three chapters of this evaluation report discuss (1) the history, philosophy, and goals of the Michigan Day Care Provider Training Project; (2) the evaluation design for measuring trainers' attitudes and expectations, their knowledge and skill, as well as their behavior in the child care setting and the behavior of children in care; and (3) the structure and organization of the evaluation project. The following three chapters describe three aspects of the training process: the population trained, the trainers, and the format, course content and structure of training. Outcomes of training are reported in the concluding chapters. Trainers' perceptions regarding strengths and barriers of the program, plus their satisfaction and session evaluations are indicated, and trainees' perceptions of training, their child care attitudes and knowledge, as well as observations of nine trainees' caregiving behaviors are reported. Unanticipated outcomes are discussed. The final chapter provides a summary of evaluation findings and resulting recommendations. Evaluation instruments, background project data, and project enrollment maps are appended. (Author/RH)

ED 212 491 SE 036 238

Thornley, Kay

Summary Report of Marine Education in California Public Schools, Kindergarten Through Twelfth Grade.

California Univ., La Jolla. Inst. of Marine Resources.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.-E-CSGCP-002

Pub Date-81

Grant-NOAA-NA80AA-D-00120

Note-35p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Assessment, *Elementary School Science, Elementary Secondary Education, Environmental Education, *Marine Biology, *Oceanography, Science Education, *Secondary School Science, *State Surveys

Identifiers-California, *Marine Education, Science Education Research

A general inventory and initial assessment of marine education activities in California elementary and secondary public schools based on data collected in 1980 are presented. The report includes: (1) a description of the procedures and findings of a series of surveys and questionnaires distributed to schools, individuals, and organizations; and (2) a set of conclusions derived from the findings. Section one briefly describes the history of Sea Grant and the objectives of the project. The second section sets forth the procedures employed in data acquisition. The third section presents the tabulated data concerning elementary and secondary school marine education expressed in terms of instructors, courses, instructional materials, and resources. The final section summarizes an analysis of the data and presents some recommendations received from junior high and high school educators about improving marine education in California public schools. Findings indicate a general lack of awareness, staff, courses and textbooks for marine education. (Author/DC)

ED 212 547 SO 013 880

Bachman, Jerald G. And Others

Monitoring the Future: Questionnaire Responses from the Nation's High School Seniors, 1980.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.; Special Action Office for Drug Abuse Prevention, Washington, D.C.

Report No.-ISBN-0-87944-269-7

Pub Date-81

Note-257p.; Prepared through the Survey Research Center. For a related document, see ED 196 785.

Available from-University of Michigan, Institute for Social Research, PO Box 1248, Ann Arbor, MI 48106 ($25.00).

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Books (010)

Document Not Available from EDRS.

Descriptors-Drug Use, *Futures (of Society), High Schools, *High School Students, *Life Style, National Surveys, Questionnaires, Social Attitudes, Social Behavior, *Social Indicators, Social Science Research, *Social Values, *Student Attitudes, Tables (Data)

This report presents descriptive statistical results from a 1980 national survey of high school seniors concerning their values, behaviors, and lifestyle. It is the sixth in a series. Questionnaires were filled out by 16,524 seniors in 107 public and 20 private high schools. Student response rate was 82%. Content areas measured include the following: drugs; education; work and leisure; sex roles and family; family plans and population concerns; conservation, materialism, equity; religion; politics; social change; social problems; major social institutions; military; interpersonal relationships; race relations; concern for others; happiness; other personality variables; background and school; and deviant behavior and victimization. The Introductory Section'' to the report contains a description of the study including its purposes, major content areas, design, field procedures, response rates, and methods of publication and data dissemination. In the Descriptive Results Section'' of the report all questions contained in the survey are presented along with percentagized frequency distributions of answers for the entire sample and for selected subgroups. A Cross-Time Index of Questionnaire Items'' is included to help users locate items dealing with a subject area of interest and to help them determine in which other years an item was used (similar national surveys have been conducted since 1975). Included in the appendices are sampling error estimates and tables, procedures used to derive design effects and sampling errors and, covers, instructions, and a sample page from the questionnaires. (Author/RM)

ED 212 604 SP 019 605

Wendt, Janice C.
Coping Skills: A Goal of Professional Preparation.
Pub Date- 80
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Teachers, *Coping, Elementary Secondary Education, Higher Education, Mental Health, Preservice Teacher Education, Public School Teachers, *Stress Variables, Teacher Attitudes, *Teacher Burnout, *Teacher Education Programs, *Teacher Morale, Teaching Conditions, *Vocational Adjustment

A sense of crisis in public schools is helping to make teaching a stressful occupation. Prospective teachers should develop the capacity to cope with the institution as it changes to meet societal demands. They should have the ability to analyze problems and choose appropriate coping mechanisms. A positive outlook on teaching, with the support of colleagues, is essential. Developing outside interests can act as a hedge against burnout. The ability to recognize one's own coping strategies, whether they are positive or negative, is also important. Teacher education programs can alleviate teacher stress by adequately preparing beginning teachers for their roles. This includes providing accurate role exploration and definitions, supplying stress situations under laboratory conditions in student teaching, and helping the prospective teacher deal with structured and unstructured situations through simulations. (FG)

ED 212 623 SP 019 678

Sigurdson, Sol E.

The Block Plan. An Alternative Approach to the Needs of Junior High School Students. Final Report 1981.

Edmonton Public Schools, Alberta.
Spons Agency-Alberta Dept. of Education, Edmonton. Planning and Research Branch.; Edmonton Public School Board (Alberta).
Pub Date-Oct 81
Note-83p.; For related documents, see SP 019 679-680.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, Adolescents, Attendance, Curriculum Development, Experimental Programs, Foreign Countries, *Grade 7, *Interdisciplinary Approach, *Junior High Schools, Parent Attitudes, Program Effectiveness, *Program Implementation, Remedial Programs, Scheduling, Student Attitudes, Teacher Attitudes, *Team Teaching, *Time Blocks, Transitional Programs
Identifiers-*Block Plan, Canada

The effectiveness of the Block Plan, developed and implemented by the seventh grade students at Edith Rogers Junior High School in Edmonton, Alberta (Canada) was investigated. The Block Plan uses the concept of a pair of teachers assigned to two classes of students for the homeroom period plus a pair of teachers assigned for each of four academic core subjects. The main features of the Block Plan include flexible scheduling, joint planning, special attention given to the teacher's role in student counseling and reading, use of community resources, integrating subject areas, and the use of a differentiated support option for remedial coursework. The Block Plan was designed to be especially effective in overcoming problems that students encounter in making the transition from elementary school to a large junior high school. The implementation of the program was monitored on two levels: (1) product, concerning student attendance, attitudes, and achievement; and (2) process, the teachers' reactions to the program as it was being implemented. Results were positive for both attendance and attitude measures, and most achievement measures also favored the Block Plan. However, several weaknesses in the implementation emerged from the teachers' responses in such areas as joint planning and the differentiated support option. Copies of the surveys are attached. (FG)

ED 212 662 TM 820 070

Fuchs, Lynn Deno, Stanley

The Relationship between Curriculum-Based Mastery Measures and Standardized Achievement Tests in Reading.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Report No.-IRLD-RR-57
Pub Date-Aug 81
Contract-300-80-0622
Note-51p.
Available from-Editor, IRLD, 350 Elliott Hall, 75 East River Road, University of Minnesota, Minneapolis, MN 55455 ($3.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Basal Reading, Elementary Education, Learning Disabilities, *Oral Reading, *Reading Achievement, Reading Tests, *Standardized Tests, Student Placement, Testing, *Test Validity
Identifiers-*Curriculum Related Testing, Test Curriculum Overlap

The edumetric adequacy of curriculum-based reading measures were examined for two basal reading programs. On the basis of reading aloud performance, 91 elementary students were assigned seven instructional placement scores within each basal series. Students also were measured on standardized reading achievement tests. Generally, correlations between instructional scores within each series and performance on standardized tests were high and similar, providing evidence that the curriculum-based reading measures are valid with respect to technically adequate standardized tests; however, validity was dependent on the placement criteria employed. Additional analysis revealed other important edumetric effects of using different placement criteria. The technical adequacy of curriculum-based reading measurement is discussed along with recommendations for developing instructionally useful measurement procedures. (Author)

ED 212 255 IR 009 959

Sherling, Andrew M.

Cumberland County The Community and Its Libraries.

Cumberland County Library System, Carlisle, Pa.

Pub Date-81

Note-155p.; Funded through a federal LSCA Title I grant disbursed and monitored by State Library of Pennsylvania.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Communications, *Community Characteristics, Community Organizations, Community Resources, *Community Services, Graphs, Local Government, Maps, Physical Environment, *Public Libraries, Tables (Data), Transportation, Use Studies

Identifiers-*Pennsylvania (Cumberland County)

Conducted as a step toward developing a philosophy of community-wide services to bring the county's citizens and their libraries closer together, this community analysis is divided into two parts, the first focusing on the community, and the second on the public library system. The first section covers the following topics: locale and environment, history, demography and housing characteristics, transportation, communication facilities, government, human service agencies, health care, education, the economy, organizations, religion, leisure activities, and societal attitudes. The second section deals with library organization and operation, library use studies, community analysis implications, and recommendations. Provided are 48 tables, 39 graphs, 14 maps, eight appendices, and a bibliography for each major section. (RBF)

Behrendt, Richard L.

Follow-Up Study Comparisons: 1974 & 1976 Entrants and 1980 Graduates. Hagerstown Junior College and Maryland Community Colleges.

Hagerstown Junior Coll., Md.; Maryland Community Colleges Research Group.; Maryland State Board for Community Colleges, Annapolis.

Pub Date-Oct 81

Note-75p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, Associate Degrees, *College Graduates, *College Transfer Students, Community Colleges, Comparative Analysis, Dropout Research, Education Work Relationship, Employment, Graduate Surveys, Participant Satisfaction, Questionnaires, State Surveys, Student Educational Objectives, Tables (Data), Two Year Colleges, *Two Year College Students, *Vocational Education, Vocational Followup

Identifiers-*Maryland

Text and accompanying data tables in this report compare Hagerstown Junior College (HJC) with the Maryland community colleges as a whole with regard to the findings of three statewide follow-up studies: a survey (conducted in Spring, 1978) of first-time students who entered the colleges in Fall, 1974; a survey (conducted in Spring, 1980) of first-time students who entered the colleges in Fall, 1976; and a survey (conducted in Spring, 1981) of students who graduated from the colleges in 1980. The report first summarizes the goals, assumptions, limitations, methodology, procedures, and return rates for the three studies, which were designed to evaluate the effectiveness of the Maryland community colleges in helping students achieve educational goals, find employment, or transfer to a university. The next three sections of the report compare HJC and statewide findings for the two first-time student surveys, for the 1980 graduate survey, and for the three surveys combined. With variations, comparisons are made in findings related to respondent characteristics, educational goals, goal and degree achievement, reasons for leaving college, employment status, transfer rates among collegiate students, relationship of transfer major or job to the community college program, academic success of transfer students, and satisfaction with the community colleges. Summary conclusions are then outlined, and the questionnaires are appended. (JP)

ED 212 394 RC 013 110

Pla, Myrna Toro, Leonor

Eventos de Diciembre (December Events).

Connecticut State Migratory Children's Program, New Haven.

Spons Agency-Hamden-New Haven Cooperative Education Center, Conn.

Pub Date-Dec 81

Note-81p.; For related documents, see ED 207 783-784 and RC 013 111.

Available from-New Haven Migratory Children's Program, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, CT 06517.

Language-Spanish

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Cultural Activities, Cultural Awareness, *Cultural Background, Elementary Education, Folk Culture, Hispanic Americans, Illustrations, Instructional Materials, Learning Activities, *Migrant Education, Music, Poetry, *Puerto Rican Culture, *Reading Materials, Spanish Speaking

Identifiers-Christmas, *Holidays, New Year (Holiday), Recipes (Food)

Written in Spanish, this booklet contains information on three events occurring in the month of December: winter, Christmas, and New Year's Eve. Winter is briefly discussed. The section on Christmas includes a short story (La Nochebuena''); a poem about Christmas in Puerto Rico; a legend about the poinsettia; brief discussion of Santa Claus, the poinsettia, and the Christmas candle, wreath, and tree; riddles and word exercises; the words to 24 songs (i.e., Si no Me Dan De Beber,'' Cascabel,'' Hermose Bouquet,'' Villancico Yaucano,'' White Christmas,'' Silent Night,'' I Saw Mommy Kissing Santa Claus,'' The Little Drummer Boy,'' and The Twelve Days of Christmas''); and the music and words to 9 songs (i.e., Noche de Paz,'' Alegria, alegria, alegria,'' Venid, pastores,'' Vicentillo,'' En el portal de Belen,'' and Pastores a Belen''). Recipes are given for making bienmesabe, pan de nueces y pina, cazuela, flan de batata, flan de leche evaporada, pinon de platanos maduro, pastel de yuca, and pasteles. The section on New Year's Eve includes a short story (Que se va Ano Viejo, que se va!'') and a poem (El Bindis del Bohemio''). Black and white sketches for making Christmas cards, tree decorations, and a Christmas tree conclude the booklet. (NQA)

ED 212 412 RC 013 144

Storm, Michael

Development Education and Multi-Ethnic Education: Some Tensions. Development Education Paper No. 21.

United Nations Children's Fund, New York, N.Y.

Pub Date-81

Note-16p.; For related documents, see RC 013 135-143. Tables and bibliography may not reproduce clearly due to small print size.

Available from-UNICEF, 866 UN Plaza, New York, NY 10706.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Awareness, Developed Nations, Developing Nations, *Educational Objectives, *Educational Philosophy, Elementary Secondary Education, Ethnocentrism, Foreign Countries, *Global Approach, Interdisciplinary Approach, International Education, *Multicultural Education, Rural Development, *World Problems

Identifiers-*Development Education, *Great Britain

The document examines the relationships between multi-ethnic and development education in Great Britain. Multi-ethnic education, initially with a national focus, has a global dimension, and development education, initially with a global focus, has a national and even local dimension. A common interest in human diversity and human inequalities would seem to unite development and multi-ethnic education. Both approaches are engaged in helping the pupil to make sense of an essentially hierarchical world and have adopted a cross-curriculum strategy of education. Were it not for the importance of the concept of self-image'' within multi-ethnic education, its aims would be happily complementary with those of development education. From a multi-ethnic viewpoint, development education is criticized for: inculcating or reinforcing attitudes of white Western superiority; for damaging the self-image of the black or brown child within Western society; for its preoccupation with poverty, disasters, and catastrophes; and for being more successful in formulating questions than in devising solutions. However, it appears that a complete accommodation of multi-ethnic sensitivities would necessarily eliminate the welfare focus of development education. Such a strategy would constitute a futile attempt to disguise the real nature of the contemporary world and could only reinforce complacency. (NEC)

Randell, Shirley K.
Learning to Share: A Report on the Disadvantaged Country Areas Program for 1977.
Australian Schools Commission, Canberra.
Report No.-ISBN-0-642-91501-6
Pub Date-Dec 78
Note-79p.; For a related document, see RC 013 167. Photographs and one figure may not reproduce clearly.
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Catholic Schools, Community Control, Cooperative Programs, Decision Making, Educational Improvement, *Educationally Disadvantaged, Elementary Secondary Education, Financial Support, Foreign Countries, *Government School Relationship, Institutional Cooperation, Program Descriptions, Public Schools, *Rural Areas, Rural Schools, *School Community Relationship, Shared Facilities, *Shared Services, Socioeconomic Influences
Identifiers-*Australia, *Disadvantaged Country Areas Program (Australia), Disadvantaged Schools Program (Australia)

Australian school communities participating in the Disadvantaged Schools Program plan their own approaches to improving schooling for students, assisted and supported by consultants; the Disadvantaged Country Areas Program, funded in 1977, differs from the Disadvantaged Schools Program in that whole areas rather than individual schools have been identified. All schools in the declared areas are expected to share the services and facilities provided through the Program and to share in developing ideas and plans for improvement. Areas are encouraged to identify and use what they already have in their own communities and to use the special funding to supplement those resources. Schools within the areas and their respective communities work together to improve students' learning by sharing ideas, responsibility, personnel, and resources. Areas share common problems such as geographic and cultural isolation; relatively low community standards of education; lack of facilities, resources, and specialist services; poverty; and lack of vocational opportunities. Therefore, many projects are similar. Communities are encouraged to make as many decisions about schooling as possible. A description of the majority of the projects funded in 1977 follows the narrative section. The project summaries indicate (in varying degrees of detail) the needs, aims, and funding levels applicable to individual projects. (CM)

van Es, J. C. Schneider, Judy B.

Logan County's Needs and Opportunities: An Evaluation by Residents. Illinois Agricultural Economics Staff Paper No. 81 S-20.

Illinois Univ., Urbana. Coll. of Agriculture.; Logan County Cooperative Extension Service, Lincoln, Ill.

Spons Agency-Illinois Univ., Urbana. Agricultural Experiment Station.

Pub Date-May 81

Note-39p.; For a related document, see RC 013 184.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Attitude Measures, Community Attitudes, *Community Satisfaction, *Community Services, Community Surveys, Consumer Economics, Data Collection, *Economic Development, *Employment Opportunities, Local Government, Needs Assessment, *Public Opinion, Questionnaires, *Recreational Activities, Rural Areas

Identifiers-*Illinois (Logan County)

The Logan County (Illinois) Community Resource Development Council, assisted by sociologists and graduate students from the University of Illinois, designed an attitudinal survey which was administered to a random sample of 700 Logan County adults to ascertain the support of the residents for Council activities and to learn from the residents what they perceived to be the needs and opportunities in the County. The resultant sample was comprised of 340 adults. Survey results indicated that almost all households had at least one member who was employed and that most of the jobs which Logan County residents held were in the County or in close proximity to it. Almost all respondents felt that additional jobs were needed and that industry and tourism should be increased. Generally, the adults were fairly well satisfied with the services available in the County. Least satisfactory to the respondents were full-time job opportunities, housing for senior citizens, and counseling programs for youth. Most of the adults sought entertainment activities in Lincoln and a majority also purchased most items from a selected list in Lincoln, indicating that Lincoln is an important central commercial district for the county. Appendices contain an interview schedule and additional information from the interview schedule. (CM)

Liem, Nguyen Dang

Bilingual-Bicultural Education for Indochinese.

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual Conference of the National Association of Asian American and Pacific Education (Los Angeles, CA, April, 1979). Conference supported in part by funds from the National Institute of Education.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Asian Americans, *Bilingual Education, Elementary Secondary Education, English (Second Language), Ethnicity, *Indochinese, Language Patterns, Models, *Multicultural Education, *Second Language Learning

This paper reviews the bilingual educational needs of Indochinese peoples in the United States and suggests ways that these needs can be met. Outlined are two models of bilingual/bicultural education. The first model, which emphasizes a strong English as a Second Language (ESL) component, meets the needs of students born in Indochina. The second model, which is primarily for people of Indochinese descent who are born in the United States, features maintenance of the student's native language but primary instruction in English. The preservation of their native languages and ethnic and cultural identity is said to be necessary for the mental well being of Indochinese students in the United States. As practical means by which this can be accomplished, pedagogical techniques are suggested. Some information on linguistic patterns and cultural behavior of different Indochinese groups is also presented. (GC)

ED 212 705 UD 021 929

Plan for School Closing, 1982. Report to the Business Affairs Committee of the Cleveland Board of Education.

Cleveland Public Schools, Ohio.
Pub Date-23 Nov 81
Note-68p.; Report of the Education Facilities Evaluation Committee. Some tables may be marginally legible due to reproduction quality of original document.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Cooperation, *Educational Facilities, Elementary Secondary Education, *Facility Guidelines, *Facility Improvement, Facility Requirements, Facility Utilization Research, Operating Expenses, *School Closing, *School Community Relationship
Identifiers-*Cleveland Public Schools OH

This proposed 1982 plan for school closings issued by the Educational Facilities Evaluation Committee of the Cleveland, Ohio public schools focuses on proactive planning measures to improve the utilization of school facilities. The need for a massive capital improvement program is emphasized in the description of long range goals and strategies for implementing the plan. An analysis of enrollment projections, information about building conditions, and a description of cost factors and capacity levels are presented together with recommendations for informing the community about projected closings. Criteria considered for selection of schools to be closed include: (1) physical condition and age of building; (2) maintenance, fuel, and operating costs; (3) distance to nearest school; and (4) building capacity. Facilities evaluation reports of selected schools and enrollment information are summarized in appendices. (JCD)

ED 212 204 HE 014 674

Higher Education and the Economy: A Survey of the Impact on Pennsylvania Economy of Its Colleges and Universities. The Statement Impacts.

Pennsylvania Economy League, Inc., Harrisburg, State Div.

Spons Agency-Buhl Foundation, Pittsburgh, Pa.; Pennsylvania Association of Colleges and Universities, Harrisburg.; Pennsylvania Higher Education Assistance Agency, Harrisburg.; Pennsylvania State Board of Education, Harrisburg.

Pub Date-Nov 81

Note-68p.

Available from-Pennsylvania Economy League, Inc., State Division, 105 North Front Street, P.O. Box 105, Harrisburg, PA 17108.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Capital, College Students, Comparative Analysis, Degrees (Academic), Economic Climate, Educational Benefits, *Educational Economics, Employment Opportunities, Enrollment Trends, *Expenditures, Government School Relationship, *Higher Education, Investment, Private Colleges, *School Business Relationship, *School Community Relationship, School Personnel, School Surveys, State Colleges, State Surveys, Two Year Colleges

Identifiers-*Economic Impact, *Pennsylvania

The economic impact in Pennsylvania of its degree-granting colleges and universities was studied in 1979-80. Information was compiled from existing published sources, and by questioning officials at 125 two-year and four-year accredited degree-granting colleges and universities. The economic impacts in their respective communities of individual colleges and universities were measured by a series of case studies conducted by volunteering institutions. The impact of an institution as a consumer is examined in relation to: institutional expenditures, faculty and staff expenditures, student expenditures, direct support employees, and total expenditures. The impact of the institutions as an employer is examined in relation to: institutional employment, direct support employees, multiplier effects on Pennsylvania employment and income; total higher education-related employment, and total higher education-related payroll. The impact of an institution as a property owner and as an investor, and other impacts of institutions of higher education also are assessed. Additional information includes: higher education enrollments, number of degrees granted, and current-funds revenues of all Pennsylvania institutions of higher education. In order to place higher education in Pennsylvania in a national perspective, comparisons are made with 10 relatively large or contiguous states, as well as with national averages. Among these states, Pennsylvania in 1978 had the third largest number of institutions and branches of higher education, representing 5.8 percent of the nation's total. Information also is presented on: the migration rate for out-of-state students enrolling in Pennsylvania's institutions, the participation rate in higher education for persons in the 18-to-24 age bracket, and the growth rate for current-funds revenues. A sample questionnaire is appended. (SW)

ED 212 375 PS 012 643

Giraldo, Z. I.

Public Policy and the Family: Wives and Mothers in the Labor Force.

Report No.-ISBN-0-669-03762-1
Pub Date-80
Note-218p.
Available from-D.C. Heath and Company, 125 Spring Street, Lexington, MA 02173 ($23.95).
Pub Type- Books (010) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Court Litigation, *Employed Women, *Employment, *Family Life, Family Problems, *Family Structure, Federal Legislation, Finance Reform, Public Policy, Spouses, State Legislation, Surveys, Tables (Data), *Taxes
Identifiers-*Equal Rights Amendment, *Income Taxes, *Life Cycles

The major focus of this book is on patterns of family life that emerge when viewed through the perspective of the different phases of the family life cycle and the various pressures that have changed or reshaped family life during the course of history. Regardless of its title and because the U.S. government does not have a national policy on families, the book gives only a secondary emphasis to public policy. After a brief introduction, Chapters II and III present a static and dynamic portrait of structure in the contemporary family and the major stress points that strain that structure over the course of its existence. Chapter IV analyzes the increase in the number of women in the labor force and Chapter V examines the factors that underlie female employment and the impact it has had on the family and its individual members. Chapter VI reviews the historical development of the marriage tax and Chapter VII identifies ways working wives are penalized by the tax structure. Legislative approaches to and court litigation for tax reform as well as related issues are discussed in Chapters VIII and IX and appendices. Chapters X, XI, XII, XIII and appendices discuss problems of implementing the equal rights amendment (ERA) at the state level and the impact of ERA on ongoing and transitional families. Related issues are also discussed. Chapters XIV and XV report research on the impact of employment on family life in the United States. (Author/RH)

ED 212 470 SE 036 079

Green, Mildred R.

Elementary Teachers' Attributional Styles and Their Science Teaching Performance.

Pub Date-82

Note-228p.; Ph.D. Dissertation, Fordham University. Not available in paper copy due to copyright restrictions.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education, *Elementary School Science, *Elementary School Teachers, Measures (Individuals), *Performance Factors, Predictor Variables, Science Education, *Science Instruction, *Teacher Background, Teacher Behavior, *Teacher Characteristics, Teaching Styles

Identifiers-*Science Education Research

The purpose of this study was to investigate elementary school teachers' (N 236) attributional styles in relation to two indicators of their science teaching performance: teaching method and allocation of time. The following research questions were addressed: (1) How do teachers attribute the causes of success or failure in their science teaching; (2) Does the attributional model help explain science teaching performance in elementary school teachers; and (3) Are the attributional variables predictors of science teaching performance? Data were collected using four instruments to provide information on teacher background, knowledge of science content, causal attributions/dimensions, and choice of teaching role. Results indicate that teachers have distinct attributional styles when explaining the outcomes of their science teaching performance and although significant relationships obtained between attributional variables were generally of a low order of magnitude, teachers' perceptions of their past success in science teaching were moderately related to their attributions to ability in success situations and to their enjoyment of science teaching. Two positive predictors of time allocation were found: (1) the number of science teaching methods completed, and (2) the attribution of successful science teaching to ability. (Author/JN)

Massialas, Byron G. And Others
Industries, Cities and People, Episode VI. Resource Material Development: Population Dynamics in Eighth Grade American History.
Florida State Univ., Tallahassee.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-74
Contract-OEG-0-73-5415
Note-35p.; For related documents, see SO 013 782-788 and SO 013 835.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Census Figures, Curriculum Guides, Demography, Grade 8, Human Geography, *Industrialization, *Interdisciplinary Approach, Junior High Schools, Municipalities, Population Distribution, *Population Growth, *Population Trends, *Rural to Urban Migration, Rural Urban Differences, Social History, *United States History, Units of Study

This is the sixth unit in a series that introduces population concepts into the eighth grade American history curriculum. (See SO 013 782 for an overview of the guide.) In Episode VI, the history topic is the rise of the cities and industrialization. This unit has five segments. Objectives are to help the student to (1) examine the lifestyles of people living in urban and rural areas, and the effects of this lifestyle on the birth and death rates in these two areas; (2) scrutinize the rural to urban trends that occurred in the U.S. population from 1790 to the present; (3) survey the east-west trends that occurred in the movement of the U.S. population from 1790 until the present; (4) examine the relationship between industrialization and urbanization in the United States; and (5) investigate reasons for the growth or lack of growth of cities in U.S. history and examine factors that may have been important to the settlement of cities. Activities include having students illustrate their conception of living in both a rural and urban area; reading, answering questions about, and pretending they are living in Billings, Montana, a railroad town; and mapping physical features, natural resources and the natural land and water access routes of a nearby city. (NE)

ED 212 529 SO 013 829

Clark, Leon E., Ed.

From Tribe to Town: Problems of Adjustment. Through African Eyes: Cultures in Change, Unit II.

Center for International Training and Education, New York, N.Y.; Council on International and Public Affairs, New York, N.Y.

Pub Date-71

Note-126p.; Some photographs throughout the document may not reproduce well from EDRS in microfiche or paper copy. For related documents, see SO 013 828-833.

Available from-CITE Books, 777 United Nations Plaza, Suite 9-H, New York, NY 10017 ($5.95).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Adjustment (to Environment), *African Culture, Area Studies, *Black Studies, Foreign Countries, Industrialization, Life Style, *Primary Sources, Reading Materials, Rural to Urban Migration, Secondary Education, *Social Change, Social Discrimination, *Urbanization

Identifiers-*Africa

This book, second in a series of six dealing with African culture and intended for secondary level students, deals with the processes of industrialization and urbanization that are transforming the traditional way of life in Africa. Almost all of the selections in this volume were written by Africans, and they come from a variety of sources including autobiographies, novels, newspapers, and studies by social scientists. The basic purpose of the book is to capture some of the feelings, aspirations, and experiences of black Africans and, by so doing, help the reader develop a sense of empathy and a feeling of identity with human beings everywhere, recognizing the common humanity that all men share. Discussion questions are provided for the selections. The first selection is a short but insightful profile of a middle-aged cook, Kobla, who has made a remarkable adjustment to the modern world. The second selection tells the story of a young man who leaves the bush and goes to Dar es Salaam, the capital of Tanzania, in search of the good life. Students learn about some of the problems that African men who moved to the city face by reading excerpts from Tell Me, Josephine,'' a Dear Abbey'' newspaper column in a Zambia weekly paper. Other selections explore a relationship between father and son, examine ways for Africans to satisfy the demands of the older generation while striking out on their own, and deal with the theme of a young man returning home to his village after spending time in the city. Life in the copperbelt of Zambia is described and results of a study of what Zambians listen to on the radio are presented. Discrimination in South Africa is the topic of two selections. (Author/RM)

ED 212 566 SP 019 479

Hilliard, Asa G., III
The Changing Black Teacher and Diminishing Opportunities for Black Teachers.
Pub Date-Jun 80
Note-18p.
Available from-Not available separately; see SP 019478.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Black Colleges, *Black History, *Black Teachers, Cultural Background, Educational Quality, Educational Trends, Higher Education, *Racial Bias, Racial Factors, *Racial Identification, *Teacher Education, Teacher Employment, Test Bias

Racism remains a distinct factor in problems faced by black teachers and teacher educators. The number of black teachers in the public schools is diminishing, especially in the southern states, where the black student population is the highest. The higher education environment has been undergoing drastic changes in faculty and student body populations. Complex and interrelated factors which impinge upon opportunities for entry into teaching and survival on the job for African-American teachers include: (1) insufficient knowledge of black history for use as background for data interpretation; (2) racism in the regulation of teacher selection and evaluation processes; (3) invalidity of standardized testing; (4) insufficient descriptive data on black employment trends and patterns; (5) inadequate concept of a quality education;'' (6) educational neglect in the public schools for black children; (7) the neglect of student learning as a competency criterion; (8) culturally limited curricula of teacher education programs; (9) narrow range of undergraduate majors among prospective black teachers; (10) white seniority in education employment in black communities; (11) disorganization of black teachers; (12) limited black research agenda; (13) the lack of documentation of successful black teachers; (14) invalidity of required pedagogy; and (15) need for a specialized knowledge base for information on black teachers and learners. (JD)

ED 212 584 SP 019 555

Stivers, Margaret
The Contract Classroom. Waukegan Behavior Analysis Follow Through Program.
Waukegan Community Unit School District 60, Ill.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Note-17p.; For related documents, see SP 019 557-558.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Objectives, Behavioral Science Research, *Classroom Techniques, Contingency Management, Low Income, *Performance Contracts, Primary Education, Program Effectiveness, *Staff Development, *Student Motivation

Identifiers-*Behavior Analysis Follow Through

This manual is designed to provide an overview of a Behavior Analysis Follow Through classroom management system known as contracting.'' Behavior Analysis Follow Through was designed to meet the educational needs of low-income students in the kindergarten through third grade and was validated as an effective and exemplary educational program by the U. S. Office of Education. The program emphasizes the basic skills of reading, mathematics, spelling, and handwriting. This manual is of use to teacher trainers, lead teachers, teacher aides, parent assistants, and teacher helpers. Included is a definition of a contract classroom, an explanation of why contracts are used, and information on starting a contract classroom, setting contracts, and monitoring contract effectiveness. (CJ)

ED 212 605 SP 019 607

Northfield, Jeff

The Implementation of an Individualized Curriculum: From Evaluation to Research.

Pub Date-Feb 82

Note-15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 11-13,, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Foreign Countries, *Individualized Instruction, *Instructional Materials, Program Evaluation, *Program Implementation, *Science Instruction, Secondary Education, *Student Attitudes, *Teacher Attitudes, Teacher Education, Teaching Methods, Time on Task

Identifiers-*Australian Science Education Project

Three studies were made of the implementation of the Australian Science Education Project (ASEP) materials in secondary classes in Victoria, Australia. The materials were designed to facilitate a more individualized approach to the learning of science. The first implementation study sought the perceptions of teachers, the second analyzed student reactions, and the third consisted of a case study of two groups of students using ASEP materials. Teachers reported desirable changes in the way students spent their time but noted increasing problems in performing their teaching tasks. They felt that a more teacher centered role needed to be taken when ASEP materials were used. The studies of student reactions focused on actual time on task and perceptions of the learning environment. A consistent pattern of time use emerged, with fifty-one percent of time spent on task. This is generally accepted as an expected outcome by teachers unless specific steps are taken to increase the proportion of time spent on work-oriented activities. Although there were some positive changes in student perceptions during their use of ASEP materials, there was an overall decrease in their satisfaction with the materials. The quality of student work was clearly seen by teachers as unsatisfactory. While students reported less difficulty with school science when using ASEP materials, teachers expressed concerns about superficial treatment of topics by students. It is concluded that ASEP remains an example of an investment of time and resources on materials development not matched by an investment in subsequent research and development in teacher education and teacher support. (JD)

ED 212 642 TM 810 842

Schwartz, Terry Ann And Others
A Third-Party Evaluation of the Kanawha County (W.VA.) Community Education Program: Executive Summary.
Virginia Univ., Charlottesville, Bureau of Educational Research.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Pub Date-Aug 80
Grant-78-489
Note-32p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Education, *Evaluation Criteria, *Evaluation Methods, Human Services, Models, *Program Attitudes, *Program Evaluation, School Community Relationship
Identifiers-*Kanawha County Schools WV

This objective evaluation of the Kanawha County Schools Community Education (CE) program offered project staff the opportunity to determine the worth or effectiveness of the CE program and to provide stimuli for program improvement purposes. The CE personnel and the evaluation team blended their expertise the program staff in the substance of the CE program (e.g.,goals, objectives, activities) and the evaluation team in the substance of the evaluation (e.g., design, data collection, and analysis). A model of the CE program was constructed to illustrate program parameters, program processes and program environmental factors. Outcomes and impacts are cited. Two methodological approaches were used in the operationalization of the evaluation: descriptive and case. For the former, interview schedules and questionnaires were used for data collection purposes. In the case approach, interview schedules were also implemented, but the major source of information was unobtrusive measures records and observation. (Author/CE)

Vergon, Charles B.

Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Volume VII: The Courts and Desegregation Strategies: Ten Key Decisions.

Vanderbilt Univ., Nashville, Tenn. Center for Education and Human Development Policy.
Spons Agency-National Inst. of Education (ED), Washington, D.C.; Office of Civil Rights (ED), Washington, D.C.
Pub Date-Mar 81
Contract-NIE-R-79-0034
Note-111p.; Not available in paper copy due to reproduction quality of original document. For other volumes of this Assessment Project see UD 021 862 and UD 022 073-080.
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Busing, *Compliance (Legal), Court Role, *Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, *Federal Courts, Legal Responsibility, *Voluntary Desegregation
Identifiers-Boston Public Schools MA, Denver Public Schools CO

This volume examines ten communities with histories of lengthy desegregation litigation in order to gain insight into the perceived legal adequacy and practical effectiveness of various desegregation strategies from the point of view of the Federal courts. A conceptual model of the judicial review of desegregation plans is given in diagram form with accompanying text. Reviews of each community are included under two major categories: (1) those concerned with pupil or staff desegregation; and (2) those which focus on non-reassignment or ancillary measures to achieve desegregation and remediation of past discrimination. Under each category, a number of specific strategies are identified, defined, and analyzed according to their legal adequacy and effectiveness in the selected communities. A summary of an in-depth analysis of two communities (Boston, Massachusetts, and Denver, Colorado), which is said to provide understanding of the logic used by the courts and to illustrate the interaction among educational benefits, demographic factors, and equity considerations, is provided in the appendix. (Author/ML)

ED 212 221 HE 014 709

Cook, M. Olin

Formalized Initial Long-Range Planning.

Pub Date-Oct 81
Note-27p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Education, Academic Persistence, *Campus Planning, College Administration, College Admission, *College Planning, College Programs, *College Role, Educational Development, Educational Facilities, Educational Finance, *Educational Objectives, Governance, Higher Education, Institutional Research, *Long Range Planning, Program Evaluation, Student Recruitment

The initial steps of an academic planning process to cover the next 10 years at the Arkansas Tech University are described. Twelve study committees that were formed to coordinate the effort pertain to: degree programs and research; student-related activities; nondegree programs and public service; college mission and role; background and demographic information; physical facilities and campus planning; admission, retention, and recruitment; academic organization and governance; administrative organization and management information; library and instructional services; athletics; and evaluation. The objectives of the plan include the following: to improve present offerings and services of the university; to establish plans and standards that will be utilized in future programs and service development; to define evaluation processes and methods that will be used to determine the effectiveness of programs and services; to continue the involvement of university employees in the implementation of long-range planning recommendations; to foster the climate necessary for accomplishing the overall goals and mission of Arkansas Tech; and to strengthen an awareness of the need for planning among the university's staff. Appended materials provide an outline for the plan, which includes: institutional component, program and activity component, graduate programs, organizational and support services component, resource component, and evaluation component. Background information needed to develop the plan and a statement of the mission and role of the university, as well as supporting goals, are also appended. (SW)

ED 212 238 HE 014 739

Student Aid and the Financing of Higher Education. Discussion Paper for Use at the 1981-82 Regents/Commissioner's Regional Conferences.

New York State Education Dept., Albany.

Pub Date-81

Note-27p.

Available from-University of the State of New York, New York State Education Department, Albany, NY 12234.

Pub Type-Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Enrollment Trends, *Federal Aid, Financial Needs, Financial Policy, *Higher Education, Long Range Planning, Part Time Students, *Public Policy, Self Supporting Students, *State Aid, State Colleges, Student Characteristics, Student Costs, *Student Financial Aid, Tax Allocation

Federal and state student financial aid programs and their future are outlined in this discussion paper. An introduction to the issues of student financial aid and higher education finance includes recent changes in financing patterns due to expansion, reduction, and erosion of assets; state and federal appropriations; tax privileges; and student ability to pay costs. Originally a financial issue, these matters are now seen as a public policy issue. Current federal and New York state student aid programs are reported, with data given on federal programs on dollar support, percentage of the total aid appropriation, and estimated number of recipients. The future of state aid programs is seen to hinge on the changing student population. Four questions are raised about the changing population influence on student aid in general: (1) What are the implications of enrollment decline on higher education finance and student aid? (2) How should remediation costs for underprepared students be met? (3) Are there special student aid needs for adult students? and (4) What are part-time students' needs and to what degree are New York taxpayers willing to meet them? Other questions raised are: (1) Would entitlement programs expand to cover a higher proportion of cost? (2) How should loan program costs be controlled while still meeting legitimate borrowing needs? and (3) Should tax policies be used to support college costs? A series of exercises is provided for discussion of these questions. Appended charts and figures give information of New York State award types and dollar ranges, trends in student costs and federal aid programs. (MSE)

ED 212 256 IR 009 960

Mitchell, Sandra F.

Development of a Handbook for Student Assistants in the Memorial Library Reference Room at Mankato State University.

Pub Date-Aug 81

Note-129p.; Master's Thesis, Mankato State University.

Pub Type- Dissertations/Theses - Masters Theses (042) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Card Catalogs, College Libraries, Higher Education, *Interlibrary Loans, Library Services, *Library Technicians, Literature Reviews, On the Job Training, *Paraprofessional Personnel, Programed Instructional Materials, Reference Materials, *Reference Services, *Student Employment, Study Guides

Identifiers-*Library Procedures

A brief discussion of the development of a handbook to be used as a training aid by student assistants in the reference room of a university library and a review of the literature on such training introduce a handbook which was developed at Mankato State University. Designed to provide both informational sections and programed exercises to aid new students in the reference room, the handbook covers the card catalog and Library of Congress Subject Headings, closing procedures, college catalogs, MINITEX/interlibrary loan, online catalog, processing college catalogs, processing ready reference materials, questions frequently asked, ready reference, returning materials to other areas, scheduling, shelf reading, shelving, tattle-taping, the telephone, telephone directories, time sheets, validating print requests, and weekend duty. A summary and recommendations conclude the report, and a 54-item bibliography lists books, ERIC documents, periodical articles, and nonprint materials. (RBF)

ED 212 279 IR 009 986

Fink, Deborah Hogan, Eddy

Methods of Library Research: A Manual for Bibliography 301.

Colorado Univ., Boulder. Libraries.

Pub Date-81

Note-71p.; Best copy available. Pages 3-10 may not reproduce due to the use of colored paper.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Libraries, Course Descriptions, *Course Organization, *Information Seeking, Instructional Materials, *Library Instruction, *Library Materials, Library Skills, Methods Courses, *Search Strategies

Identifiers-University of Colorado Boulder

Developed as a local supplement and instructional guide and syllabus for students enrolled in Bibliography-301: Methods of Library Research, this learners' manual focuses on such library skills as the formulation of appropriate search strategies, the selection and evaluation of reference tools and sources, the selection of needed materials from these sources, and techniques for recording and organizing that information. It is designed to enable the student to make judicious choices from the multiplicity of available sources, including the understanding of these sources, and to prepare him/her to make consistent and logical presentations of bibliographical search results. The course itself is structured as a broad general search, i.e., it is organized into small units in 47 chapters by types of reference sources generally used in the social sciences and the humanities. Included are a detailed course syllabus of reading assignments, class projects and examinations, and the requirements for successful completion of the course. (RAA)

Klein, A. Owen

Accountability for General Education.

Pub Date-80

Note-11p.; Paper presented at the Annual Conference of Ontario English Heads (Belleville, Ontario, Canada, June 7-9, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Curriculum, *Community Colleges, Core Curriculum, Curriculum Development, Educational Change, *Educational Objectives, *General Education, School Responsibility, Student Development, Two Year Colleges

Identifiers-*Ontario

This discussion of the role of general education in community college programs in Ontario begins with an acknowledgement of the absence of a broadly accepted working definition of general education and an admonition to community colleges to accept the responsibility for providing students with a total education. Next, the paper proposes various elements for a definition of general education, focusing on its role in developing well-rounded individuals capable of coping effectively with personal problems and broader social issues. After providing the historical rationale for general education at the community-college level, the paper puts forward five objectives of a general education core program which were developed by a Harvard University curriculum task force. These goals are to develop: (1) the ability to think and write clearly and effectively; (2) the ability to appreciate critically the ways in which knowledge and understanding of the universe, society, and oneself are obtained; (3) the ability to view life and experience in a wide, non-provincial context; (4) the ability to understand and contemplate moral and ethical problems; and (5) the achievement of depth in some field of knowledge. In this section, the applicability of these objectives to the goals of community college education is stressed. In concluding, the paper stresses the importance of total education, of developing balanced programs, and of self-examination by college personnel of the extent to which they are attaining these goals. (HB)

ED 212 318 JC 810 660

Searcy, Robert Dexter Seymour, John

Proration Its Effects on Two-Year Postsecondary Educational Institutions in Alabama.

Pub Date- 81
Note-20p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Budgets, Class Size, College Presidents, Community Colleges, *Educational Finance, Reduction in Force, *Retrenchment, *School Funds, *State Aid, State Surveys, Student Teacher Ratio, Technical Institutes, *Two Year Colleges
Identifiers-*Alabama, *Proration of Funds

Under Alabama law, the State Department of Revenues maintains a trust fund from which all allocations to state educational institutions are made. In the event of a shortfall in the trust fund, the governor is required to prorate payments to educational institutions by the percentage of that shortfall. Since 1938, proration of the funds for public education has occurred during several periods, at rates ranging from 2.76% to 14.14%. In 1980-81, in anticipation of continuing proration, a study was conducted to determine its effects on Alabama's two-year postsecondary educational institutions. Chief executive officers of Alabama's community and junior colleges and technical institutes were surveyed to determine the effects of proration on institutional budgets, personnel, and programs. Responses from 42 chief executive officers indicated that instruction was the budgetary category most affected by proration-induced budget reductions, with funds for travel, equipment, and supplies for instructional units reduced at rates ranging from 27% to 46%. Other proration-induced effects were seen in increased student-teacher ratios, reductions in non-instructional staff, and reductions ranging between 20% and 26% in regular and summer term classes. Until the funding of educational institutions is on more sure footing, it is incumbent upon college presidents and directors to prepare financial contingency plans and intensify searches for additional sources of income. (HB)

ED 212 356 PS 012 612

Pisani, Joseph R.

Our Children are Waiting for Adoptive Homes: A Review of New York State Adoption Services.

New York State Senate, Albany.

Pub Date-1 Jan 82

Note-65p.

Pub Type- Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adoption, *Child Welfare, *Financial Policy, Foster Homes, *Marketing, Placement, Public Policy, State Legislation, *State Programs

Identifiers-New York, *Permanency Planning (Foster Care), *Reimbursement Programs

The history and current problems of adoption services provided by the state of New York are discussed. First, statutory reforms since the creation in 1968 of the nation's first statewide adoption subsidy program are reviewed and adoption services aimed at providing permanent homes for children in foster care are described. Subsequently, the state's failure to implement statutory reforms as well as persistent problems presenting barriers to adoption are discussed. The focus of the review next shifts to a discussion of incentives for improving the state's adoption record. It is proposed that the state legislature appropriate funds for marketing research and advertising in order to (1) develop and distribute profiles of children who are legally eligible for adoption, (2) develop profiles of prospective adoptive individuals and families, (3) develop comparative profiles of foster families which adopt children and those foster families which do not, (4) initiate a statewide recruitment effort for families for children awaiting adoption, (5) centralize responsibility for coordinating recruitment acitivities, and (6) centralize responsibility for coordinating follow-up services. In conclusion, inadequacies of current and proposed methods of reimbursement for adoption services are pointed out and two alternative approaches to paying agencies for providing adoption services are described. A multi-payment approach to reimbursement is recommended. (Author/RH)

ED 212 492 SE 036 241

Payne, Cindy L.
Studying Arkansas' Valuable Energy (S.A.V.E.): An Energy Curriculum for Arkansas' Schools, Grades K-3.
Arkansas State Dept. of Education, Little Rock.
Spons Agency-Ozarks Regional Commission, Little Rock, Ark.
Pub Date-81
Grant-10-GR-0-147
Note-200p.; For related documents, see SE 036 242-243.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Conservation Education, Depleted Resources, Electricity, *Energy, *Energy Conservation, Environmental Education, Fuels, *Interdisciplinary Approach, *Learning Activities, Natural Resources, Primary Education, Solar Radiation, State Curriculum Guides
Identifiers-Alternative Energy Sources, Arkansas, *Energy Education

Designed for grades K-3, this guide contains 16 interdisciplinary lessons on energy which were developed to assist Arkansas teachers in incorporating energy education into existing curricula. Program objectives are listed under four broad categories: (1) energy sources, alternatives, and conversion; (2) energy uses; (3) conservation; and (4) limits and impacts. Each lesson follows a uniform format which includes category of objectives, title, related subject areas, energy types, grade level, time, materials, learning objectives, task analysis (prerequisite knowledge and skills), and procedure (preparation, steps in lesson, evaluation and follow-up activities). A section on teacher background information and student worksheets follow each lesson. A glossary, list of selected references, and program evaluation forms are provided. (DC)

ED 212 624 SP 019 679

Sigurdson, Sol E., Ed. And Others
The Differentiated Support Option Handbook. Grade Seven.
Edmonton Public Schools, Alberta.
Spons Agency-Alberta Dept. of Education, Edmonton. Planning and Research Branch.; Edmonton Public School Board (Alberta).
Pub Date-Oct 81
Note-65p.; For related documents, see SP 019 678-SP 019 680.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Failure, Adolescents, *Curriculum Development, Educational Opportunities, Foreign Countries, *Grade 7, Junior High Schools, *Language Arts, Learning Problems, *Low Achievement, *Remedial Mathematics, *Remedial Programs, Remedial Reading, Teacher Developed Materials
Identifiers-Canada, *Differentiated Support Option

This manual describes programs to educate seventh grade differentiated'' students in language arts and mathematics. Differentiated students are defined as those who are about two years behind their peers in a given subject; both academic performance and behavior characteristics are factors in students being encouraged to take the differentiated option in addition to their regular classes. Following a discussion of administrative considerations in implementing the Differentiated Support Option (DSO) program, two teacher-developed handbooks are presented: one on language arts, and the other on mathematics. These handbooks are the teachers' reports of how they conceptualized and used the four support options: (1) re-teaching selected concepts and skills from regular classwork based on student need; (2) giving homework support; (3) emphasizing work habits and study skills; and (4) assessing student need for basic skills and remedial work. Each handbook contains sections describing the educational and community setting, the philosophy of the DSO, and the mechanisms involved in creating the DSO approach while incorporating the four options. Instructional procedures and methods are suggested, sample activities are illustrated, and the expectations of those working with the program are discussed. Each handbook ends with an evaluation of the program from the teacher's perspective and appendices of handouts and exercises. (FG)

ED 212 663 TM 820 071

Marston, Doug Deno, Stanley

The Reliability of Simple, Direct Measures of Written Expression.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education (ED), Washington, D.C.
Report No.-IRLD-RR-50
Pub Date-Jan 81
Contract-300-80-0622
Note-25p.
Available from-Editor, IRLD, 350 Elliott Hall, 75 East River Road, University of Minnesota, Minneapolis, MN 55455 ($3.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Techniques, Comparative Analysis, Elementary Education, *Formative Evaluation, *Learning Disabilities, *Student Evaluation, Test Format, *Test Reliability, Time Factors (Learning), *Writing (Composition), Writing Evaluation
Identifiers-Internal Consistency, Inter Rater Reliability

The reliability of four measures of written expression was examined (total words written, mature words, words spelled correctly, and letters in sequence). Subjects included elementary-age students in several school districts, some of whom were learning disabled. Results revealed high coefficients for test-retest reliability, parallel-form reliability, split-half reliability, and interscorer reliability. Further, the reliability coefficients for total words, words spelled correctly, and letters in sequence were consistently superior, demonstrating significant precision in measurement. Two implications are drawn from the research: (1) high reliability estimates of the measures of written expression provide a necessary basis for the determination of their validity; and (2) the research assures teachers and educational professionals using formative evaluation measures that such procedures are accurate and stable. (Author/GK)

ED 212 685 UD 021 519

de Sherbinin, Michael J., Ed. Weeg, Carol, Ed.
1980 World Refugee Survey.
United States Committee for Refugees, Inc., New York, N.Y.
Report No.-ISBN-0-936548-01-0
Pub Date-80
Note-65p.; Some tables may be marginally legible due to small size type; for a related document, see UD 021 608.
Available from-United States Committee for Refugees, 20 West 40th Street, New York, NY 10018 ($4.00).
Pub Type- Reports - General (140) - Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adjustment (to Environment), Federal Aid, Financial Policy, *Government Role, Indochinese, International Organizations, *International Programs, *Land Settlement, Poverty, Program Costs, *Refugees, *Religious Organizations, *Voluntary Agencies
Identifiers-Africa, Latin America, Middle East

This report describes the current numbers and status of Asian, European, Soviet, Latin American, and African refugees worldwide and discusses the role of various governments and voluntary agencies in dealing with refugee problems. The need to strengthen the partnership between government and voluntary agencies in order to improve refugee conditions is stressed. Special reports on refugee problems and relief operations are presented for individual countries and regions, including detailed information on United States government refugee policy and sponsorship by U.S. based organizations. A directory of refugee service agencies, relief organizations and human rights groups, a selected bibliography on refugees, and addresses of local affiliates of the American Council for Nationalities Service are appended to the report. (GC)

ED 212 337 JC 820 047

Curtin, Bernadette M. Hecklinger, Fred J.

Job Market Investigation. The Career Life Assessment Skills Series, Booklet Two. A Program to Meet Adult Developmental Needs.

Northern Virginia Community Coll., Alexandria.

Spons Agency-Virginia State Dept. of Education, Richmond.

Pub Date-81

Note-46p.; Conducted as part of the Vocational Guidance and Counseling Project under the Vocational Education Amendments of 1976. For related documents, see JC 820 046-820 052.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, *Career Choice, *Career Exploration, Career Planning, Compensation (Remuneration), Decision Making, Employment Opportunities, Employment Projections, Employment Qualifications, Employment Services, Job Analysis, *Job Search Methods, Job Skills, Occupational Information, Occupations, Personality, Rewards, Vocational Interests, Work Environment

As part of a series on career and life planning for adults, this booklet provides a guide to the job market and strategies for choosing a career. Part I suggests the reader list prospective careers and preferred job conditions. Part II helps the reader to categorize careers on the basis of requisite skills, occupational classifications, personality types, and job setting. Part III investigates methods of career exploration: gaining experience, obtaining and conducting informational interviews, obtaining and evaluating occupational literature, and consulting other sources, such as counselors and instructors. Included in Part III are worksheets and questions to be used in preparing and evaluating an informational interview. A list of occupational handbooks, dictionaries, guides to training opportunities, and other sources of information is provided in Part IV. Part V outlines factors to be considered when investigating a career; these factors include general questions on the nature of the work and of the work environment; employment projections; training requirements; remuneration; and non-monetary rewards. Part VI examines obstacles to decision making, outlines the steps in the decision-making process, and provides a decision-making worksheet. A 42-item bibliography, information on employment projections in selected fields, and an article on employment prospects in the 1980's are appended. (HB)

ED 212 395 RC 013 111

Pla, Myrna Toro, Leonor

Eventos de Enero (January Events).

Connecticut State Migratory Children's Program, New Haven.
Spons Agency-Hamden-New Haven Cooperative Education Center, Conn.
Pub Date-Jan 82
Note-43p.; For related documents, see ED 207 783-784 and RC 013 110.
Available from-New Haven Migratory Children's Program, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, CT 06517.
Language-Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cultural Activities, Cultural Awareness, *Cultural Background, Elementary Education, Folk Culture, Hispanic Americans, Instructional Materials, *Leaders, Learning Activities, *Migrant Education, Poetry, *Puerto Rican Culture, Puerto Ricans, Spanish Speaking
Identifiers-*Holidays, Hostos (Eugenio Maria de), King (Martin Luther Jr), Recipes (Food)

Written in Spanish, this booklet contains brief information on the origin of four events celebrated in the month of January in Puerto Rico and the United States: New Year (January 1), Dia de Reyes (January 6), Eugenio Maria de Hostos (January 11), and Martin Luther King (January 15). Designed as a resource for teachers to use in teaching the child appreciation and respect for the Puerto Rican culture and traditions, the booklet includes brief discussions of Dia de Reyes and Las Trullas de Reyes; biographical information about Eugenio Maria de Hostos and Martin Luther King; six poems (Los Reyes,'' Ano Nuevo,'' Los Tres Reyes Magos,'' Elegia de Reyes,'' Titulo y Autor Desconocido,'' Bronce''); recipes for making almojabanas, arroz con gandules, gandinga, and tembleque; word exercises; discussion questions; discussion of the use of dittoes; and suggestions for teaching poetry and songs. (NQA)

Butler, Bill

Thirty-Fourth Annual Report of Indian Education in Eastern Oklahoma.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date-81

Note-30p.; For related documents, see ED 182 097 and ED 207 736.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Indian Education, American Indians, Annual Reports, Educational Finance, Elementary Secondary Education, Federal Aid, *Financial Support, Leadership Training, Parent Participation, Program Administration, *Program Costs, Program Descriptions, State Departments of Education, *State Programs, Teacher Aides, Tribes

Identifiers-*Johnson O Malley Act, *Oklahoma (East)

A narrative summary of program accomplishments, tabular data detailing program expenditures, and modifications of the negotiated contract between the Bureau of Indian Affairs and the Oklahoma State Department of Education comprise the 1981 annual report of the Johnson-O'Malley (JOM) Indian Education Program in Eastern Oklahoma, which provides academic programs and educational support monies for eligible Indian students. Expenditures under the 1980-1981 contract totaled $2,532,561.52 to serve 15,872 students. A total of 189 schools in 37 counties received funds for educational programs. Three workshops were conducted in 1981. Local parent committee workshops and inservice training sessions for the JOM home/school and teacher aides were held at Northeastern State University and East Central State University. For the third consecutive year, the JOM Development Training Programs for Indian Youth were held at Northeastern, East Central, and Southeastern Universities, during which 126 students participated in 6 days of intensive leadership training. Exhibits detail program expenditures: by counties; for special programs and educational support by schools within each county; for special projects/cooperative programs; and for training workshops and state committee meetings, program administration, and instruction. Also included are the names of JOM staff and map locations of Eastern Oklahoma tribes. (CM)

ED 212 432 RC 013 167

Randell, Shirley K.

Learning to Share: A Report on the Disadvantaged Country Areas Program for 1978. Volume Two.

Australian Schools Commission, Canberra.

Report No.-ISBN-0-642-90562-2

Pub Date-Dec 79

Note-106p.; For a related document, see RC 013 166. Photographs may not reproduce clearly.

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Career Guidance, Catholic Schools, Community Control, Cooperative Programs, Decision Making, Educational Improvement, *Educationally Disadvantaged, Elementary Secondary Education, Employment Opportunities, Foreign Countries, *Government School Relationship, Institutional Cooperation, Poverty, Program Descriptions, Public Schools, *Rural Areas, *Rural Education, Rural Schools, Rural Youth, *School Community Relationship, Shared Facilities, Shared Services, Student Transportation, Vocational Education, Work Study Programs

Identifiers-*Australia, *Disadvantaged Schools Program (Australia)

The Disadvantaged Country Areas Program in Australia involves a limited number of areas in each State selected according to their relative poverty, special need for improved educational provisions, and lack of opportunities for employment and training for young people. All schools in the declared areas are expected to share the services and facilities provided under the Program and to cooperate in devising plans for improvement. The most common problems of area projects are those related to isolation. Consequently, arrangements for travel feature largely in country programs. Technical means of communication are also used to reduce the effects of isolation. Country communities in the areas are trying to raise educational standards by developing local acceptance of the idea of education as the business of the whole community. The Program provides tangible resources, personnel, and career information for senior students. The career information involves students visiting career reference centres and taking part in work experience programs in the cities. To ensure effective decision-making at the local level, all States have now established a structure which allows for consultation among all interested groups. A description of projects funded in 1978 and statistical information about the Program follow the narrative section. (CM)

ED 212 450 RC 013 186

Conrad, Dan

An Evaluation Report of the National Leadership Conference (Camp Miniwanca, Michigan, July 22-August 1, 1981).

American Youth Foundation, St. Louis, Mo.

Pub Date-10 Oct 81

Note-111p.; For related documents, see ED 201 415-417.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Discovery Learning, *Experiential Learning, High School Students, *Leadership Training, *Outdoor Education, *Resident Camp Programs, Secondary Education, *Self Actualization, Skill Development, Social Experience, Student Development, Student Leadership, Summer Programs, *Urban Youth

Identifiers-Camp Miniwanca MI, *National Leadership Conference

The 10-day 1981 National Leadership Conference (NLC) sponsored by the American Youth Foundation was held at Camp Miniwanca (Michigan) for 182 urban high school students selected for leadership ability or potential and other specific criteria established by each student's home city. Students participated in seminars, skills explorations, pursuit-of-excellence experiences, and synthesis activities. There were some 44 resource and staff and 10 service staff persons and 21 teacher/advisors present. Evaluation information was gathered from observations, participation, interviews, questionnaires, group discussions, and a battery of pre and post tests which were an exact duplicate of the battery administered in 1980. The tests covered personal and group efficacy, social and personal responsibility, self-esteem, authoritarian-democratic conceptions of leadership, and student attitudes and inclinations toward being active in their community. Pre-post gains were more positive in 1981 than 1980. Student participants and resource staff members gave high ratings to the experience. Specific recommendations for maintaining certain elements in the NLC and the possibility of altering others were made. Some changes made in the program were based on recommendations made in 1980 and some were not. Appendices contain an outline of the formal program and tests and questionnaires used. (CM)

ED 212 548 SO 013 890

Hahn, Carole L.

How to Maintain Creativity in Social Studies: Challenges for the Professional Organization.

Pub Date-20 Nov 81

Note-10p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Detroit, MI, November 20, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty, *Creativity, *Educational Needs, Educational Research, Elementary Secondary Education, *Global Approach, Higher Education, Political Attitudes, Political Issues, Political Socialization, Problem Solving, Professional Associations, *Social Studies, World Problems

Identifiers-*National Council for the Social Studies

Social studies educators must marshal all creative resources to meet the global, national, and personal challenges that face them as members of the major social studies professional organization, the National Council for the Social Studies (NCSS). Based on a continuation of current policies and lifestyles, dramatic global changes such as population explosion, malnutrition, and depleted resources, will be occurring. The challenge is to inform and provide materials for social studies students who will be the generation that can influence policymakers to redirect existing trends. The NCSS can provide speakers for conventions, write articles, hold workshops, and think creatively about how they can relate to global realities. Another challenge facing the NCSS is to actively work for a social and political environment supportive of social studies education. This could be accomplished by (1) having a volunteer network to monitor legislation and Boards of Education; (2) building links with parents, school board, business, and labor organizations and educating them to see a need of reflective inquiry in classrooms; and (3) communicating to the lay public findings from recent research in political socialization and moral development. A third challenge is to provide for more research in social studies by having the NCSS research committee and CUFA create a network of scholars. Finally, the NCSS needs to be what they are a professional organization where creative problem solving becomes the collective style. (NE)

ED 212 585 SP 019 557

Beckwith, Gwendolyn Long, Comp. Stivers, Margaret, Comp.
A Guide to Classroom Training: A Manual for Classroom Trainers. Waukegan Behavior Analysis Follow Through Program.
Waukegan Community Unit School District 60, Ill.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Note-123p.; For related documents, see SP 019 555 and SP 019 556.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Behavioral Objectives, *Behavioral Science Research, Classroom Techniques, *Evaluation Methods, Feedback, Handwriting Instruction, Low Income, Mathematics Instruction, Parent Participation, Primary Education, Program Implementation, Reading Instruction, Spelling Instruction, *Staff Development, Teacher Aides, *Teaching Methods, *Training Methods
Identifiers-*Behavior Analysis Follow Through

This manual is designed to aid training classroom staff members in training new Behavior Analysis Follow Through teachers. Behavior Analysis Follow Through was designed to meet the educational needs of low-income students in the kindergarten through third grades and was validated as an effective and exemplary educational program by the U. S. Office of Education. The program emphasizes the basic skills of reading, mathematics, spelling, and handwriting. In this manual, guidelines and schedules are offered to help set the pace for introducing trainees to new skills. In the first section, separate suggestions are given for lead teacher trainees, teacher aide trainees, and parent assistant trainees. Suggestions are also given for coaching, modeling, taking observations, and giving feedback. To help the classroom trainer to stress the most important aspects of behavior analysis teaching skills, the second section of this manual is devoted to summarizing these skills. The third section offers suggestions to help the trainer monitor trainee performance and provide supplementary training where necessary. Appendices contain checklists that help the trainer keep record of trainee progress. (CJ)

ED 212 643 TM 810 892

Livingston, Samuel A.

Estimation of the Conditional Standard Error of Measurement for Stratified Tests.

Educational Testing Service, Princeton, N.J.
Report No.-ETS-RR-81-30
Pub Date-Sep 81
Note-10p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Error of Measurement, *Estimation (Mathematics), Mathematical Formulas, *Pass Fail Grading, Scores, *Scoring Formulas
Identifiers-*Stratification, *Test Length

The standard error of measurement (SEM) is a measure of the inconsistency in the scores of a particular group of test-takers. It is largest for test-takers with scores ranging in the 50 percent correct bracket; with nearly perfect scores, it is smaller. On tests used to make pass/fail decisions, the test-takers' scores tend to cluster in the range of 80-90 percent correct, with the passing score in the range of 60-70 correct. In this case, the SEM for the full group of test-takers will be much smaller than the SEM for those with scores near the passing score. But, the test-takers with scores near the passing score are the ones for whom the reliability of the test is the most important. For them, measurement errors can make the difference between passing and failing. For this reason, the important SEM is not the SEM for the full group of test-takers, rather, the SEM at the passing score, which will often be substantially larger. A formula for this, and its derivation, are provided. (Author/CE)

ED 212 706 UD 022 051

Longshore, Douglas Yale

School Racial Composition and Intergroup Hostility: The Control Threat in Desegregated Schools.

Pub Date-81

Note-344p.; Ph.D. Dissertation, University of California, Los Angeles. No text exists for pages 126, 183, 294, or 314.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Black Students, *Desegregation Effects, Elementary Schools, *Hostility, *Racial Attitudes, *Racial Composition, Regression (Statistics), School Desegregation, Socioeconomic Influences, *White Students

The relationship between the black student percentage and white students' hostility toward blacks in desegregated schools was investigated through secondary analysis of data from a nationwide survey of desegregated elementary schools. Previous studies have indicated that whites are more hostile toward blacks in settings where the black percentage is higher. It is inferred from such studies that whites perceive the percentage of blacks as a threat to their control of desegregated settings. This study explored the viability of the control threat concept in the black percentage/white hostility relationship. The analysis concluded that: (1) a unique relationship can be found between the black percentage and white hostility, after five other contextual variables are partialed out. The relationship may be stronger in schools where the status threat imposed by blacks is stronger, where traditional racial norms are stronger, and where friendship networks are more likely to be racially separate; (2) the investigated relationship appears stronger in schools where white control, as indicated by other control relevant variables, is relatively weak; (3) these relationships are generally nonlinear and of the inverted U form, meaning that on the whole, white hostility appears to be highest in schools that are between 40 percent to 60 percent black. (Author/MJL)

Increasing Capacity for Statewide Dissemination. Final Report.
Oregon State Dept. of Education, Salem.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Grant-NIE-G-760063
Note-30p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administration, *Educational Resources, *Information Dissemination, *Information Networks, Information Retrieval, Information Sources, *Linking Agents, Online Systems, Professional Development, Program Development, *State Programs, Statewide Planning
Identifiers-Equity (Education), *Oregon, *State Capacity Building Program

This report describes the Oregon Department of Education's 5-year Capacity Building Program (CBP), which had as its primary goal the development of a management plan and an information network to provide access to educational resources in response to state and local needs. A discussion of program goals is followed by a review of CBP management activities, including the establishment of an interagency council for the professional development of school personnel, the formation of consortia of school districts for resource sharing, and the establishment of the Northwest Regional Exchange (NWRx) to coordinate resources in the region. Also reported are activities undertaken to improve and expand existing resources, steps taken toward the establishment of statewide linkage between local and regional information centers, and the variety of training programs developed during the project. A comparative analysis of dissemination capacity in 1976 and 1981, an overview of materials assembled on sexual, racial, and social equity during the project, and a discussion of the project's overall impact are also included. A sample page from the Oregon Educational Services and Resources Directory is appended. (JL)

ED 212 301 JC 810 120

Callan, Pat

Major Issues in Community College Finance: Summary of Testimony Presented to the Assembly Education Committee. Director's Report.

California State Postsecondary Education Commission, Sacramento.
Pub Date-Nov 80
Note-13p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Budgeting, *Community Colleges, *Educational Finance, *Finance Reform, Financial Problems, Financial Support, Governance, Postsecondary Education, Property Taxes, *School District Spending, *State Aid, State Colleges, *State Legislation, Statewide Planning, Two Year Colleges
Identifiers-*California, Proposition 13 (California 1978), State Issues

The systems of finance and governance of California's state universities and colleges and its community colleges have differed significantly. While the four-year institutions have been funded from the state budget, prior to 1978, the community colleges depended largely on local property taxes for revenue supplemented by state apportionments to redress imbalances between poor and wealthy districts. Proposition 13 drastically altered community college financing by reducing property tax revenues, mandating county- rather than districtwide collection of property taxes, and eliminating the district's authority to set or alter tax rates. Senate Bill 154 (SB 154) implemented a target budget'' approach in 1978-79 to mitigate the community colleges' immediate financial crisis. Later, Assembly Bill 8 (AB 8) sought to alleviate the rigidities of SB 154, return to enrollment-based funding, and maintain local control over budgets and expenditures. While AB 8 has generally been an effective measure, certain concerns, which have been recognized by the Assembly Education Committee, remain. These involve: (1) statutory versus budget-act approaches to community college finance; (2) free flow of students between districts; (3) the financial implications of program changes; (4) the effectiveness of incremental cost funding; and (5) the community colleges' overall mission in times of limited state resources. (The paper presents the position of the California Postsecondary Education Commission on these issues.) (HB)

ED 212 376 PS 012 644

Luttrell, H. Dale And Others

Early Elementary Field-Based Experience: A University and Public School Approach.

Pub Date-81

Note-7p.; Paper presented at National Conference of the Association of Teacher Educators, 1981 (Dallas, TX, February 16-18, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Class Activities, College Students, Elementary Education, *Field Experience Programs, Higher Education, *Methods Courses, *Preservice Teacher Education, *Student Experience, Student Participation

Changes made to improve a program providing education students a chance to observe and participate in public school elementary classrooms were based on two assumptions. First, it was assumed that students would see a greater need and relevance for ideas and concepts presented in education courses if they spent more time in the schools. Second, it was assumed that education courses would be more meaningful if they were taken concurrently with the field experience. Based on these assumptions an expanded observation experience was provided that was coordinated with the theory of instructional methods classes. The modified program involved four courses taken concurrently with 200 hours of observation in the schools. It was anticipated that extensive early field experience would provide the same benefits, though considerably more, that senior student teaching is assumed to provide. It was also expected that the students would develop the need to learn and apply new instructional skills. Students, however, were so overwhelmed with the day-to-day tasks involved in the elementary classroom that they could not focus adequately on new ideas. The classroom became a stifling experience rather than an experience facilitating student growth. Therefore, it is recommended that methods courses be taught after students have had classroom observation and participation experiences. (Author/RH)

ED 212 471 SE 036 080

Green, Mildred R.

The Predictors of Science Teaching Performance in Elementary School Teachers.

Pub Date-Apr 81

Note-37p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981). Contains occasional light and broken type. Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Education, *Elementary School Science, *Elementary School Teachers, Performance Factors, *Predictor Variables, Science Education, *Science Instruction, *Teacher Background, Teacher Behavior, *Teacher Characteristics, Teaching Styles

Identifiers-*Science Education Research

The following research questions were addressed in this study to investigate elementary school teachers' (N 236) attributional styles related to their teaching methods and allocation of time: (1) How do teachers attribute the causes of success or failure in their science teaching; (2) Does the attributional model help explain science teaching performance; and (3) Are the attributional variables predictors of science teaching performance? Data were collected using four instruments to provide information on teacher background, knowledge of science content, causal attributions/dimensions, and choice of teaching role. Results, among others, suggest that in successful teaching situations, teachers tend to make attributions to internal causes and in failure situations to external causes, that is, elementary school teachers have distinct attributional styles for explaining success or failure in science teaching; two antecedents (perception of past teaching success and knowledge of science content) are related to teachers' causal attributions and causal effects; the number of methods courses completed related to causal effects (enjoyment and expectancy shift) and science teaching performance (time allocation and teaching method) but not to their causal attributions; and that enjoyment of science teaching was associated with increased allocation of time to each science. (JN)

McAfee, Barbara S.
Studying Arkansas' Valuable Energy (S.A.V.E.): An Energy Curriculum for Arkansas' Schools, Grades 4-6.
Arkansas State Dept. of Education, Little Rock.
Spons Agency-Ozarks Regional Commission, Little Rock, Ark.
Pub Date-81
Grant-10-GR-0-147
Note-172p.; For related documents, see SE 036 241-243.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Conservation Education, Depleted Resources, Electricity, *Energy, *Energy Conservation, Environmental Education, Fuels, *Interdisciplinary Approach, Intermediate Grades, *Learning Activities, Natural Resources, Solar Radiation, State Curriculum Guides
Identifiers-Alternative Energy Sources, Arkansas, *Energy Education

Designed for grades four through six, this guide contains 21 interdisciplinary lessons on energy which were developed to assist Arkansas teachers in incorporating energy education into existing curricula. Program objectives are listed under four broad categories: (1) energy sources, alternatives, and conversion; (2) energy uses; (3) conservation; and (4) limits and impacts. Each lesson follows a uniform format which includes category of objectives, title, related subject areas, energy types, grade level, time, materials, learning objectives, task analysis (prerequisite knowledge and skills), and procedure (preparation, steps in lesson, evaluation and follow-up activities). A section on teacher background information and student worksheets follow each lesson. A glossary, list of selected references, and program evaluation forms are provided. (DC)

ED 212 512 SO 013 786

Massialas, Byron G. And Others
Changing Populations Through Immigration, Episode VII. Resource Material Development: Population Dynamics in Eighth Grade American History.
Florida State Univ., Tallahassee.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-74
Contract-OEG-0-73-5415
Note-43p.; For related documents, see SO 013 782-788 and SO 013 835.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Guides, Demography, *Discriminatory Legislation, Grade 8, *Immigrants, *Interdisciplinary Approach, Junior High Schools, Majority Attitudes, Minority Groups, *Population Growth, Population Trends, Public Policy, Social History, *United States History, Units of Study

This is the seventh unit in a series that introduces population concepts into the eighth grade American history curriculum. (See SO 013 782 for an overview of the guide.) In Episode VII, the history topic is America becomes a world power. Objectives are to help the student to (1) emphasize the forming of a conceptual understanding of the terms immigration and emigration, particularly in the context of U.S. history; (2) form hypotheses explaining the relationship between migration and the social, economic, demographic, and political conditions that lead people to emigrate from one country and those conditions that attract people to immigrate to another; (3) collect and analyze data describing the patterns of immigration to North America between 1820-1920; (4) examine the problems faced by different groups of immigrants coming to the United States; and (5) take and defend positions regarding the formation of public policies pertaining to immigration. Activities include involving students in writing stories describing a group of people who immigrate to the United States, examining materials that describe some of the conditions that encouraged Europeans to immigrate to the United States, and planning a city. (NE)

ED 212 530 SO 013 830

Clark, Leon E., Ed.

The African Past and the Coming of the European. Through African Eyes: Cultures in Change, Unit III.

Center for International Training and Education, New York, N.Y.; Council on International and Public Affairs, New York, N.Y.

Pub Date-70

Note-140p.; Some photographs, illustrations, and maps throughout the document may not reproduce well from EDRS in microfiche or paper copy. For related documents, see SO 013 828-833.

Available from-CITE Books, 777 United Nations Plaza, Suite 9-H, New York, NY 10017 ($5.95).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*African Culture, *African History, Archaeology, Area Studies, *Black Studies, Foreign Countries, Oral History, *Primary Sources, Reading Materials, Secondary Education, Slavery, *Social Change

Identifiers-*Africa

Third in a series of six dealing with African culture and intended for secondary level students, this book deals with the ancient kingdoms of the Western Sudan, the early civilizations of East Africa, the coming of the Europeans, and the Atlantic slave trade. Almost all of the selections in the volume were written by Africans, and they come from a variety of sources including speeches, autobiographies, newspaper articles, historical documents, and archaeological evidence. This book is not meant to offer a complete history of Africa, its intention is to simply present a glimpse of a very long heritage. The basic purpose of the book is to capture some of the feelings, aspirations, and experiences of black Africans, and, by so doing, help the reader develop a sense of empathy and a feeling of identity with human beings everywhere, recognizing the common humanity that all men share. Discussion questions are provided for the selections. The selections in the first half of the book deal with the African past up to the coming of the European, around the year 1450. The three ancient kingdoms of the Western Sudan Ghana, Mali, and Songhay are the themes of the readings. Some selections also explore the value of the oral tradition and of archaeology in reconstructing a people's history. The second half of the book deals with the Africans' experience with Europeans, particularly in the slave trade, up to the beginning of the colonial period, in the second half of the nineteenth century. (Author/RM)

ED 212 567 SP 019 480

James, Richard L.
Black Teachers, Black Teacher Education: Issues for the Eighties.
Pub Date-Jun 80
Note-15p.
Available from-Not available separately; see SP 019 478.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Basic Skills, Black Colleges, *Black Teachers, Evaluation Criteria, Higher Education, Minimum Competencies, *Minimum Competency Testing, Political Influences, Political Power, *Schools of Education, Standardized Tests, Teacher Associations, Teacher Certification, *Teacher Qualifications, *Test Bias
Identifiers-*National Teacher Examinations

Black educators and black teacher education are directly affected by the back to basics'' movement, the minimum competency testing program, and the use of standardized test scores as a criterion for teacher certification. Black educators have a high stake in the back to basics movement, and it is important for them to be involved in the definition of the basics. Black schools of education traditionally have strong ties with the elementary and secondary schools that produce their students. These ties form a basis for concerted activity to improve basic skills instruction in the early grades. Black institutions are in a unique position to work toward this goal in a manner that is responsive to cultural and societal factors that often go unrecognized. Minimum competency testing, like other forms of evaluation, has political as well as educational implications. This political influence helps to determine which competencies are included in a minimum competency test and is a determining factor in deciding what is meant by minimum. It is necessary for black educators and institutions be actively involved in the design, implementation, and assessment of the minimum competency movement. Despite its recognized deficiences, the National Teachers' Examination (NTE) has been mandated for teacher certification in some states. The NTE is also a political instrument for determining who will go into teaching. The fact that competency tests for teachers have not caught on as quickly as has the testing of students may be attributable to the power of the organized teaching profession. Black teachers and teacher educators should not overlook the possibility of a partnership with other organized teachers in a coalition to ensure the survival of black teachers in the classroom. (JD)

ED 212 606 SP 019 608

Wortham, Sue C.

Federal Efforts to Promote Innovative Schooling: Can They Succeed?

Pub Date-Feb 82
Note-14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 11-13, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Objectives, Elementary Education, Federal Aid, *Federal Programs, Federal State Relationship, *Government School Relationship, *Program Administration, *Program Effectiveness, *Program Implementation, School Administration, *School District Autonomy
Identifiers-*Project Developmental Continuity

It is doubtful that federal programs are effective in initiating and maintaining improvements in education. Longitudinal studies of Head Start children and other studies commissioned by the Department of Education have indicated no proof that schools improved as a result of these federally funded programs. Project Developmental Continuity (PDC), initiated in 1974-75, is a case in point. The aim of PDC was to promote continuity in educational and comprehensive child development services for children making the transition from Head Start to elementary school. The project was implemented in twelve racially and ethnically diverse communities. Although initial project evaluation results have shown that PDC had a positive impact on parents, teachers, and school curricula, an important goal of the project, to develop innovative program models that can be replicated in other sites, may not be realized. From observing three PDC sites, factors that preclude dissemination of strong program models become apparent. They include frequent school staff turnover, competing federal and state programs, and shifting political and socioeconomic factors in the community. Problems originating in the federal bureaucracy also cause delays and confusion. (FG)

ED 212 726 UD 022 079

Williams, Ben Anderson, Carol

Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Volume VIII: State Strategies for Reducing Racial Isolation.

Vanderbilt Univ., Nashville, Tenn. Center for Education and Human Development Policy.

Spons Agency-National Inst. of Education (ED), Washington, D.C.; Office of Civil Rights (ED), Washington, D.C.

Pub Date-Jun 81

Contract-NIE-R-79-0034

Note-106p.; For other volumes of this Assessment Project see UD 021 862 and UD 022 073-080.

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Community Involvement, Cooperative Planning, Cultural Isolation, Desegregation Effects, *Desegregation Litigation, *Desegregation Methods, *Governance, Housing Opportunities, Local Issues, Public Support, Racial Relations, Residential Patterns, *Social Integration, *State Action, State Courts, *Transfer Policy

This report examines State level strategies designed to promote local desegregation efforts as reflected in pupil reassignment plans, housing desegregation, community involvement, and changes within schools. The case histories and results of successful desegregation litigation in thirteen States are discussed. Also presented are the following task force recommendations for effective State action: (1) clear policy directives; (2) commitment to policy; (3) understanding and use of existing State authority; (4) encouraging Federal government coordination of programs for urban integration; (5) financial and psychological incentives to increase residential opportunities for minorities; (6) technical assistance; (7) monitoring and sanctions; and (8) public support. (JCD)

ED 212 205 HE 014 675

Student Assistance Amendments of 1981. Hearing Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United Senate, 97th Congress, First Session on S. 1108.

Congress of the U.S., Washington, D.C. Senate Subcommittee on Education, Arts and Humanities.

Pub Date-11 May 81

Note-288p.; May not reproduce well due to small type.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Legislation, *Eligibility, Family Income, Federal Aid, *Federal Legislation, *Higher Education, *Interest (Finance), Low Income, Middle Class, *Need Analysis (Student Financial Aid), Parent Financial Contribution, Student Financial Aid, *Student Loan Programs

Identifiers-Guaranteed Student Loan Program, Higher Education Act Amendments 1981, National Direct Student Loan Program, Pell Grant Program, *Student Assistance Amendments 1981

Hearings held before the Senate Subcommittee on Education, Arts, and Humanities on the Student Assistance Amendments of 1981 are presented, along with the text of S. 1108. A major objective of the bill is to amend Title IV of the Higher Education Act of 1965 to emphasize the element of need in the Guaranteed Student Loan (GSL) program and the Direct Student Loan Program. It would eliminate convenience borrowing in the GSL program, but it would retain the critically important in-school interest subsidy for all students, while affording middle income families with high college costs continued access to loans. In the Pell grant program, S. 1108 would allow the Secretary of Education to establish a series of progressive assessment rates on discretionary income, subject to the congressional review process, which would offer greater equity to the lowest income students for whom the program was intended. Attention also is directed to the Reagan plan, which proposes to reduce student GSL demand by eliminating the interest-free feature on all new loans and to limit eligibility on the basis of need. The Administration proposal also would charge a market rate of interest for the recently authorized parent loan option under the GSL program. Supplementary materials include: a discussion paper from the Washington office of the College Board, Options for Controlling Federal Costs While Preserving Needed Credit for College;'' and Votes by Which Higher Education Legislation Passed Since 1965, Date of First Enactment,'' submitted by Senator Randolph. (SW)

ED 212 222 HE 014 710

Brown, Roberta D.

The Survey: Improving Its Usefulness.

Pub Date-Oct 81

Note-7p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Church Related Colleges, College Environment, *College Students, *Dropout Attitudes, Followup Studies, Higher Education, Questionnaires, *School Holding Power, Small Colleges, Student Attitudes, *Student Attrition, *Student College Relationship, Student Financial Aid, Student Needs, Student Teacher Relationship

Identifiers-*Arkansas College

Attrition at the Arkansas College, a small independent institution, was studied through a survey of former students. Respondents were asked to reflect upon their college experience in relation to personal needs, academic and financial concerns, social life, services, and college life. The College Experience Survey and the Rate of Attrition Instrument, both of which were developed by the Council of Independent Colleges, were used. Full-time freshmen enrolled in the fall semesters of 1975-79 were contacted, and of 284 potential respondents, 149 responded. To encourage responses, a letter and a two-dollar bill were enclosed with the questionnaires. Some respondents noted a need for assistance in goal-setting, lack of availability of classes at particular times, disappointment with financial aid packaging, high costs, and load burdens. Complaints were made regarding the administration and athletics, and some felt that the college failed to meet expectations for a church college and cited problems of drugs, alcohol, and lack of enforced rules. Favorable comments focused on the importance of relationships with faculty advisors, mentors, and professors. Some former students expressed a need for more career-oriented programs. A sample College Experience Survey is appended. (SW)

ED 212 239 HE 014 741

Gary E. Widmar et al., Petitioners v. Clark Vincent et al. On Writ of Certiorari to the United States Court of Appeals for the Eighth Circuit. Supreme Court of the United States, No. 80-689.

Supreme Court of the U. S., Washington, D.C.
Pub Date-Dec 81
Note-29p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Buildings, Constitutional Law, *Court Litigation, Equal Protection, *Freedom of Speech, Higher Education, *Religion, Religious Cultural Groups, Religious Discrimination, *State Church Separation, State Universities, Student College Relationship, Student Rights
Identifiers-*Gary E Widmar Et Al v Clark Vincent Et Al, *Supreme Court, University of Missouri Kansas City

The U.S. Supreme Court case of Gary E. Widmar, et al., versus Clark Vincent, et al., is presented. The question addressed is whether a state university (University of Missouri at Kansas City), which makes its facilities generally available for the activities of registered student group (evangelical Christian group, Cornerstone) desiring to use the facilities for religious worship and religious discussion. The student religious group was informed that it could no longer conduct its meetings in university facilities because of a university regulation prohibiting the use of university buildings or grounds for purposes of religious teaching or worship. The students alleged their rights to free exercise of religion and freedom of speech under the First Amendment. The U.S. Supreme Court found that the application of the regulation to prevent the student group from holding a religious worship service in university facilities violates their constitutional rights to free exercise of religion, equal protection, and freedom of speech. The majority of Supreme Court justices ruled that if a university permits students and others to use its property for secular purposes, it must also furnish facilities to religious groups for the purposes of worship and the practice of their religion. The opinion of Justice Stevens, who concurred in the Court's judgment but did not endorse its reasoning, is presented, along with the opinion of Justice White, who dissented with the Court's decision. A syllabus is also included. (SW)

ED 212 280 IR 009 987

Rothstein, Pauline M., Comp. Shaffer, Earl R., Comp.
Directory of Special Libraries of Interest to Educators.
New York Metropolitan Reference and Research Library Agency, N.Y.
Report No.-METRO-MP-19
Pub Date-Jul 79
Note-30p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Resources, *Library Collections, Nonprint Media, *Special Libraries, Students, Teachers
Identifiers-*New York (New York)

Prepared for education students, teachers, and special librarians to supplement the resources of well-known education libraries in the New York Metropolitan Area, this directory has been compiled as a reference tool for those who find the usual sources do not have the needed specialized resources. Because the 39 private and tax-supported libraries listed do not specialize in education, they may be overlooked.

The listings include library name, address and phone, access policies, subject strengths, and services. The libraries were chosen from a questionnaire and may or may not be members of METRO; however METRO compilers have visited most of them at least one time. Since many are not designed to serve the general public, a preliminary phone call is suggested prior to visiting. (Author/RAA)

ED 212 319 JC 810 669

Richardson, Joan Rossman, Neil

Thought, Language and Freedom: An Integrated Approach to Teaching Basic Humanities Courses.

Pub Date-Oct 81

Note-26p.; Paper presented at the Annual Meeting of the Community College Humanities Association Eastern and Southern Divisions (Washington, DC, October 16-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges, *Core Curriculum, Course Content, Course Objectives, *Educational Strategies, Humanistic Education, *Humanities Instruction, Individual Development, Liberal Arts, *Philosophy, Self Evaluation (Individuals), Semantics, *Student Development, Student Research, Teaching Methods, *Writing (Composition)

Identifiers-Camus (Albert), Dewey (John), *Freedom, Hobbes (Thomas), Koestler (Arthur), Sartre (Jean Paul)

During their first quarter, all nonremedial liberal arts students at LaGuardia Community College take an introductory cluster of four courses. These freedom clusters use a single body of material and a common analytical method and have as their fixed elements, courses in philosophy, English composition, and the research paper. Course goals are to promote the transition from passive'' to active'' knowledge and an understanding that human freedom is a process of becoming'' over which personal responsibility must be taken. During their first stage, the courses involve students in questioning the way they order and define the world, by stripping words to their basic meanings and examining received beliefs. Next, different theories of human nature are explored through an examination of literary and philosophical works by Hobbes, Koestler, and Dewey. Then the question of freedom is studied with the goal of replacing a passive, externalized conception of human freedom with a view based on human activity and individual responsibility. The study of works by Sartre and Camus is linked with assignments and exercises to help students view freedom in terms of an individual's social, historical, and personal context and in terms of external and internal constraints. Students are led from a focus on freedom from...'' to freedom to...'' and eventually to consideration of the question of their own freedom. (This paper explains the sequence in which topics are presented and the instructional methods and materials used to accomplish course goals.) (HB)

ED 212 664 TM 820 073

Wilcox, Rand R.

A Lower Bound to the Probability of Choosing the Optimal Passing Score for a Mastery Test When There is an External Criterion California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Grant-OB-NIE-G-78-0213
Note-33p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, *Cutting Scores, Factor Analysis, Mastery Tests, Mathematical Models, *Maximum Likelihood Statistics, Probability, *Scoring Formulas

Identifiers-Beta Binomial Test Model, Estimation

A mastery test is frequently described as follows: an examinee responds to n dichotomously scored test items. Depending upon the examinee's observed (number correct) score, a mastery decision is made and the examinee is advanced to the next level of instruction. Otherwise, a nonmastery decision is made and the examinee is given remedial work. This document deals with the problem of determining an optimal passing score for a mastery test when the purpose of the test is to predict success or failure on an external criterion. For the case of constant losses for the two error types, a method of determining an optimal passing score is readily derived using standard techniques. The purpose of this research is to describe a lower bound to the probability of identifying an optimal passing score based on a random sample of examinees. The second section of this document deals with the necessity of estimating two parameters to approximate the maximum liklihood estimates using iterative technique. Using Monte Carlo techniques, the Newton-Raphson approximation is compared to other procedures. (Author/CE)

ED 212 686 UD 021 592

Smith, Norma D.

Physical Verbalization: A Motor-Language Based Developmental Program.

Pub Date- 79

Note-7p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingual Education, Early Childhood Education, Elementary Education, English (Second Language), *English Instruction, *Language Acquisition, Language Handicaps, *Language Patterns, Learning Disabilities, *Movement Education, Remedial Programs, Second Language Learning, Teaching Methods

Physical Verbalization (PV) is a program designed to encourage language/speech development by combining movement with appropriate verbal patterns. Using the normal developmental stages of listening/watching, imitating, and initiating, the program allows the child to play'' with standard English in a nonthreatening and rhythmic fashion and to be less intimidated by the language. PV is useful for: (1) children who have demonstrated ability in the use of standard patterns of language and speech; (2) children who have had insufficient exposure in use of the oral communication skills of listening and speaking; and (3) children who show difficulty in attaining anticipated levels and for whom PV can become a diagnostic and remedial process. The program is applicable in English and non-English classes and has been field tested in urban bilingual classes, in inner city schools, and among children with language disorders and learning disabilities. (Author/MJL)

ED 212 357 PS 012 613

Dail, Paula W.
Day Care and Federal Funding: Current Problems and Possible Solutions.
Pub Date- 81
Note-15p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Day Care, Early Childhood Education, *Federal Aid, *Financial Policy, *Government Role, *Social Services
Identifiers-*Block Grants

The current policy of consolidating funding for all Title XX programs into block grants presents problems for day care users who increasingly must begin to explore alternatives to federally funded day care services. The block grants are problematic because they (1) are undesignated and can be used as the state wills, (2) have no matching fund requirements, (3) release states from certain planning, auditing and reporting requirements, and (4) raise the possibility that each state receiving block grants could completely cut federal money for day care services. In addition, reduction in funding levels need not be distributed equally across programs offered by the states. Since the need for day care services is continuing to increase while federal funds decrease, alternate approaches to federally supported day care become much more viable. Public school facilities can be increasingly utilized, the number of for profit'' day care systems can be further increased, and non-profit, entrepreneurial forms of day care can be further developed. Families with several children may band together to form small, non-profit corporations for providing care, and corporations may offer on-site day care, hire day care from established centers, or provide a day care voucher system. Given current and anticipated funding conditions, national day care organizations must assume increased responsibility for effectively arguing the case for continued federal support for day care. (Author/RH)

ED 212 396 RC 013 128

Gutierrez, James

Study of Attrition of Chicana Students at the University of Southern Colorado.

University of Southern Colorado, Pueblo.

Spons Agency-Mid-Continent Regional Educational Lab., Inc., Denver, Colo.

Pub Date-2 Feb 81

Note-76p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Aspiration, *Academic Persistence, *College Attendance, College Students, Cultural Differences, *Dropout Characteristics, Dropout Research, Educational Background, *Females, Higher Education, Males, *Mexican Americans, Parent Background, Predictor Variables, Questionnaires, Self Esteem, Sex Differences, Social Adjustment, Social Differences, Socioeconomic Background, Student Attitudes, Student Attrition

Identifiers-*Chicanas, Chicanos, *University of Southern Colorado

Information was collected from 28 Chicano, 42 Chicana, 36 non-Chicano, and 52 non-Chicana students to identify reasons for Chicana attrition from the University of Southern Colorado. Information was also collected from 14 Chicanas who had already dropped out of college. Most of the data were collected at registration for spring semester, 1980. The study followed the initial sample through the semester and then determined their status as dropouts or persisters at the beginning of the subsequent semester. Demographic variables, academic background variables, and psychosocial variables were identified for investigation. Several psychosocial variables were identified that successfully discriminated males from females and Chicanos from non-Chicanos. Ethnic differences existed primarily in the areas of academic self-esteem and perceived treatment by teachers. Sex differences were represented by variables pertaining to social relationships and friends' academic expectations. Sex and ethnicity differences were found in the areas of parental income and family dependence. None of the variables were more than moderately associated with dropout status. There were no consistent findings among the dropouts on their feelings about the variables, but more than half mentioned finances as a reason for leaving. Appendices include the primary survey instrument, the dropout interview, descriptive findings, findings, and a literature review. (CM)

ED 212 549 SO 013 892

Felder, B. Dell Schomburg, Carl E.

Developing Social Studies Competencies: Directions for the Future.

Pub Date-23 Nov 81

Note-13p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Detroit, MI, November 23, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Objectives, *Competency Based Teacher Education, Higher Education, *Preservice Teacher Education, *Program Development, *Social Studies

This paper discusses an approach which used the development principles of competency based education as guidelines for the training of social studies teachers at the University of Houston. Competencies identified for training social studies teachers will be either generic or specialized. Generic competencies reflect those teaching behaviors considered essential for all teachers to master so that they can teach their subject within the context of the entire school curriculum. Specialized competencies for the social studies can then build and extend these generic skills and respond to the unique dimensions of social studies education. The paper lists the 16 generic competencies which all students preparing to teach at the University of Houston are expected to demonstrate. In developing the social studies competencies, the Houston faculty first established assumptions, for example, optimal learning occurs when the future teacher is presented with a model of the teacher he or she is expected to become.'' Goals which serve as the parameters of the social studies program were then derived from the assumptions, for example, model the behaviors expected of their students.'' Social studies competencies were then grouped into four components: (1) goal determination in the social studies; (2) instructional design, strategies, and materials in the social studies; (3) implementation and demonstration in social studies; and (4) consequence and evaluation in the social studies. Competency statements and instructional objectives for each component were developed and served as the basis for the design of learning experiences for preservice teachers. These components which can be used as the starting point for design are illustrated in the paper. (Author/RM)

ED 212 625 SP 019 680

Sigurdson, Sol E., Ed. And Others
The Block Plan. Grade Seven Instructional Manual.
Edmonton Public Schools, Alberta.
Spons Agency-Alberta Dept. of Education, Edmonton. Planning and Research Branch.; Edmonton Public School Board (Alberta).
Pub Date-Oct 81
Note-245p.; For related documents, see SP 019 678-679.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adolescents, *Curriculum Development, *Experimental Programs, *Flexible Scheduling, Foreign Countries, *Grade 7, Instructional Innovation, *Interdisciplinary Approach, Junior High Schools, Language Arts, Secondary School Mathematics, Secondary School Science, Social Studies, Teacher Developed Materials, *Team Teaching, *Time Blocks
Identifiers-*Block Plan, Canada

This manual illustrates an interdisciplinary team approach to teaching four academic subjects for seventh grade students. Eight interdisciplinary units are presented that were developed by teachers around two or more of the following subject areas: language arts, social studies, science, and mathematics. An introduction to the Block Plan, as it was implemented by the Edmonton Public School Board (Alberta, Canada), describes it as a cooperative effort between two teachers who have the option of flexible scheduling for four 40-minute class periods per day. Instruction time for each unit is a maximum of four weeks. Each unit includes a teacher's manual and a student handbook. The teacher's manual covers the rationale and philosophy behind the unit and discusses the unit exercises, while the student handbook consists of materials that can be duplicated for student use and reference. The eight units and their subject areas are: (1) The Beaver (science and language arts); (2) Dairy Farming (science, mathematics, and language arts); (3) Disasters (social studies, science, and language arts); (4) Multiculturalism (social studies and language arts); (5) Plants Rate, Ratio, and Percentage (science and mathematics); (6) Library Research Reporting Skills (language arts, social studies, and science); (7) Wheat Farming in Western Canada (social studies, language arts, and science); and (8) Who Am I (social studies and language arts). (FG)

ED 212 644 TM 810 913

Gilford, Dorothy And Others

Indicators of Equity in Education: Report of an Exploratory Conference Convened by the Committee on National Statistics. National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date-81

Note-105p.; Proceedings of a conference of the Committee on National Statistics (October 11-12, 1979).

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Educational Opportunities, *Equal Education, *Justice, Measurement Techniques, Racial Discrimination, Sex Discrimination, *Social Indicators

Identifiers-Aggregation (Data), *Educational Indicators

The Committee on National Statistics convened a conference in October 1979 to begin to examine the question of how discrimination and equity in education can be measured. The 10 participants represented a wide range of disciplines, and the 15 representatives of federal agencies included both producers and users of indicators of equity. Background presentations were made on current indicators of equity; then conferees discussed several topics basic to improvement of the current indicators, such as facilitating assessment of the impact of education policies on equity, research on social indicators, existing data that can be more effectively utilized, and mechanisms for acquiring unavailable data. Participants agreed on several points: (1) it is easier to measure equality than equity; (2) conceptual work should be the initial focus in developing indicators; (3) disaggregation of data should be maximized; (4) a broad view connecting family, education, and occupation should be used in work on social indicators; and (5) development of indicators necessitates distinguishing among and recognizing scientific, moral, and political questions. The participants developed an extensive list of suggestions for the research community, for establishing an advisory body, for agencies that produce reports containing indicators of equity, and for development of new or more disaggregated indicators. (Author/BW)

ED 212 707 UD 022 057

Higher Education Opportunity Program. Annual Report, 1980-81.
New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.
Pub Date-81
Note-109p.; Best copy available.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, Counseling Services, *Disadvantaged, Eligibility, Enrollment, Expenditures, Higher Education, Private Colleges, *Private School Aid, Professional Personnel, *State Federal Aid, Student Characteristics, *Student Financial Aid, *Supplementary Education
Identifiers-*Higher Education Opportunity Program, *New York

The report of the New York State Higher Education Opportunity Program (HEOP) contains statistical, graphic, and textual information showing financial appropriations and expenditures for 1980-81 in 73 programs for economically and academically disadvantaged students at independent colleges and universities. Included are data on the distribution of expenditures by type of service and by source; student enrollment under the program; administrative staff; economic and academic eligibility; student characteristics such as age, ethnicity and sex; data on incarcerated students; specific programs within institutions; distribution of HEOP students by type of coursework, hours received, and credits earned; and achievement and placement of HEOP students. Also included are comparisons of enrollment, services and student achievement for the reported year and the previous year. Appendices contain data for each of the colleges and universities involved in the program. (MJL)

ED 212 281 IR 009 988

Pollack, Gail R.

Information System Design and Implementation: Strategies for Success.

Pub Date-Nov 81

Note-20p.; Paper presented at the Joint Meeting of the Gerontological Society of America and the Canadian Association of Gerontology (Toronto, Canada, November 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Human Services, Information Needs, *Management Information Systems, Methods, Program Design, *Program Implementation, *Systems Development

Identifiers-*Benjamin Rose Institute OH

This paper describes strategies for successful management information system (MIS) development, and an application of these strategies to the Benjamin Rose Institute, a community agency serving the frail elderly in Cleveland, Ohio. A definition of MIS is followed by a list of symptoms of systems which indicate a need to review current methods of information gathering and reporting. Design considerations are discussed including: (1) assigning a coordinator; (2) tailoring MIS to the organization's needs; (3) communicating with and involving the staff; (4) keeping the system simple, practical, and flexible; (5) designing and implementing incrementally; and (6) replacing an outmoded system. Expected results of MIS design are also discussed. A description of the application of MIS at the Benjamin Rose Institute includes the purpose of the institute, its operation prior to MIS implementation, MIS planning considerations, and phases of the design process, as well as results and conclusions. Nine references are provided. (RBF)

Gomez, Andres S.
Politics in Education: A Case Study of the Florida Community College System Legislative Program with an Emphasis on Miami-Dade Community College Activities.
Miami-Dade Community Coll., Fla.
Pub Date- 81
Note-38p.
Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, *College Role, Committees, *Community Colleges, Financial Support, Industrial Training, Legislators, *Lobbying, *State Legislation, *Statewide Planning, Two Year Colleges
Identifiers-*Florida

This paper urges colleges to take an active role in the political decision-making process and uses the lobbying efforts of Miami-Dade Community College (MDCC) as an example. The paper first notes the inability of the Florida community colleges to foster a concise public image, the concomitant lack of attention paid by the state legislature to the colleges, and problems that will be faced by the colleges in the 1980s as a result of decreased public support and increased competition from industry and four-year educational institutions. After noting the creation in 1980 of the State Community College Coordinating Board, which, among other tasks, was charged with establishing a legislative program, the paper presents a case study describing MDCC's lobbying efforts during the 1981 Florida legislative session. Reasons for becoming involved in lobbying are first discussed in the case study, followed by an outline of ten tasks undertaken by MDCC's College-Wide Legislative Committee. These tasks include learning legislative processes, compiling a calendar of legislative events, planning workshops, regularly contacting legislators and their aides, conducting a letter-writing campaign, and publishing a biweekly legislative bulletin. Finally, the paper outlines beneficial outcomes of these efforts and enumerates recommendations for improvement. Appendices include summaries of the Florida state legislative process, pointers for effective legislative testimony, and MDCC's 1981 legislative report.

(JP)

ED 212 377 PS 012 645

Migacz, Maureen Elaine

An Examination of Sex-Role Stereotyping in the Elementary School.

Pub Date-Jun 81
Note-39p.
Pub Type- Information Analyses (070) - Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, *Elementary Education, Guidelines, *Instructional Materials, Literature Reviews, *Sex Bias, *Sex Stereotypes, *Teacher Influence, *Teacher Responsibility

The purpose of this literature review was to increase the awareness among educators that many changes are needed to ensure a non-sexist education for each child. To that end the first section of the document provides an annotated bibliography of articles focused on factors influencing sex-role stereotyping in the elementary school in general, and relating to the elementary school teacher. The annotated literature is selectively reviewed in a summary of the research findings. It is concluded that the research reveals that the elementary school contributes to sex-role stereotyping of young children and that children come to school with sex-role stereotypes already established to some degree. The suggestion is made that instructional materials depicting women as passive and restricted mainly to the home environment contribute to the decline of female achievement that begins to be evident at age 13. Research findings also suggest that teachers should examine their views for biases and stereotypes. Five recommendations for providing a non-sexist curriculum and classroom environment are advanced. (Author/RH)

ED 212 414 RC 013 146

Oklahoma School Racial Survey (FY 1980-81).
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date-81
Note-161p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-American Indians, Asian Americans, Blacks, *County School Districts, Elementary Secondary Education, *Enrollment Rate, *Females, Hispanic Americans, *Males, Minority Groups, *Racial Composition, Racial Distribution, School Demography, *School Statistics, School Surveys, Whites
Identifiers-*Oklahoma

Results of the Oklahoma State Department of Education's School Racial Survey for Fiscal Year 1980-1981 were tabulated by school districts within each county, according to races represented, by male and female students, and by total numbers of each race represented. The 586,893 students on the survey included 52,513 Blacks, 63,664 American Indians, 10,056 Spanish Americans, 4,741 Orientals, and 455,919 Caucasian/Other. (CM)

ED 212 433 RC 013 168

Randell, Shirley K.

The Schools Commission and School-Work Transition in Australia.

Pub Date-10 Aug 79

Note-17p.; Paper presented at the Annual Conference of the Australian College of Education (20th, Perth, Australia, 1979).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agency Cooperation, Career Education, Career Exploration, Career Guidance, Community Education, Dropouts, *Education Work Relationship, Employment Opportunities, Foreign Countries, *Job Training, Lifelong Learning, *Program Effectiveness, Reentry Students, *Relevance (Education), Rural Areas, *School Community Relationship, Secondary Education, Vocational Education, Work Experience Programs, *Youth

Identifiers-*Australia, Disadvantaged Schools Program (Australia)

The paper discusses some of the issues involved in the transition of students from school to work in Australia. First, there is an overview of the Schools Commission's views on school-work transition as expressed in its reports. The reports draw attention to the necessity for recurrent education to allow every member of society to have access to publicly provided education throughout life. Each of the reports highlights the school-work transition area as one where innovative projects are needed. Next is a summary of projects, funded through Commission programs, which focus on specific efforts at the secondary level to ease the transition from school to work. A large number of the projects are related to work experience, career education, vocational advisory centres, and school based activity programs for early school leavers. The last section of the paper discusses some of the constraints and tensions governing progress in school-work transition and makes recommendations for the future. It is argued that the crucial focus for action remains with the schools and the willingness and capacity of school communities to reassess the preparation they are giving students for adult life and to adjust their approaches accordingly. (CM)

ED 212 451 RC 013 188

Education for Mobile Populations in America: A Rationale for the Office of Migrant Education, U.S. Department of Education. Revised.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date-Mar 81
Note-18p.; Paper copy not available due to publisher preference.
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Coordination, *Educational Legislation, *Educational Needs, Educational Policy, Educational Quality, Elementary Secondary Education, Federal Programs, Migrant Education, *Migrant Programs, Migration, Postsecondary Education, School Districts, State Programs, *Student Mobility, Student Needs, *Student Records
Identifiers-*Elementary Secondary Education Act Title I, ESEA Title I Migrant Programs, Migrant Student Record Transfer System

Highlighting the fact that a different concept in delivery is required to provide educational programs and services to mobile populations, this paper describes the special educational needs of mobile students, gives the legislative history that has led to creation of an administrative structure to fulfill those needs, and suggests policies and programs that should be implemented. Following a discussion of the unique issues involved in delivering educational services to migrants and other mobile populations, an outline of the various amendments to the Elementary and Secondary Education Act of 1965 is provided. The next section points out the need for coordinated program operations throughout the educational system at the national, state, and local levels from preschool through postsecondary levels. This section also discusses the Migrant Student Record Transfer System, the training of school personnel in the technology required for operating and managing a mobile education system, the development of a system to educate the student who is mobile while pursuing a postsecondary degree, the various programs which have been established for the postsecondary student, and the need for interstate communication and credit accrual and exchange. The paper concludes by recommending areas of needed research and a reporting procedure for the Office of Migrant Education. (CM)

ED 212 472 SE 036 082

Butler, Marylou Austin-Martin, George

High Math-Anxious Female College Freshmen: What Do They Have in Common?

Pub Date-Aug 81

Note-27p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Freshmen, *College Mathematics, Educational Research, *Females, Higher Education, *Mathematics Achievement, *Mathematics Anxiety, Mathematics Education, Sex Differences, *Student Attitudes, Undergraduate Study

Identifiers-*Mathematics Education Research

Presented is a study which investigated the relationship of mathematics anxiety to mathematics attitudes and mathematics achievement for 62 high math-anxious female college freshmen. Subjects were given the Fennema-Sherman Mathematics Attitude Inventory, including a mathematics anxiety scale, and a mathematics achievement test. High math-anxious subjects were identified from the group of 344 female college freshmen and subdivided into high (34), very high (15), and extremely high (13) subgroups. The results of the study indicate that what high math-anxious college freshmen women appear to have in common is the absence of mathematics attitudes or mathematics achievement that one would logically associate with mathematics anxiety. The implications are that a single treatment method for high math-anxious individuals may not be feasible and that further research is needed to identify the predictors of mathematics anxiety. (Author)

ED 212 494 SE 036 243

Hargis, Elizabeth And Others

Studying Arkansas' Valuable Energy (S.A.V.E.): An Energy Curriculum for Arkansas' Schools, Grades 7-12.

Arkansas State Dept. of Education, Little Rock.
Spons Agency-Ozarks Regional Commission, Little Rock, Ark.
Pub Date-81
Grant-10-GR-0-147
Note-621p.; For related documents, see SE 036 241-242.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-*Conservation Education, Depleted Resources, Electricity, *Energy, *Energy Conservation, Environmental Education, Fuels, *Interdisciplinary Approach, *Learning Activities, Natural Resources, Secondary Education, Solar Radiation, State Curriculum Guides
Identifiers-Alternative Energy Sources, Arkansas, *Energy Education

Designed for grades seven through twelve, this guide contains 50 interdisciplinary lessons on energy which were developed to assist Arkansas teachers in incorporating energy education into existing curricula. Program objectives are listed under four broad categories: (1) energy sources, alternatives, and conversion; (2) energy uses; (3) conservation; and (4) limits and impacts. Each lesson follows a uniform format which includes category of objectives, title, related subject areas, energy types, grade level, time, materials, learning objectives, task analysis (prerequisite knowledge and skills), and procedure (preparation, steps in lesson, evaluation, and follow-up activities). A section on teacher background information and student worksheets follow each lesson. A glossary, list of selected references, and program evaluation forms are provided. (DC)

ED 212 513 SO 013 787

Massialas, Byron G. And Others

Comparing Population Change in Societies, Episode VIII. Resource Material Development: Population Dynamics in Eighth Grade American History.

Florida State Univ., Tallahassee.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-74
Contract-OEG-0-73-5415
Note-54p.; For related documents, see SO 013 782-788 and SO 013 835.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum Guides, *Demography, Developing Nations, Grade 8, Human Geography, *Interdisciplinary Approach, Junior High Schools, Migration, Population Distribution, *Population Growth, Population Trends, Social History, Sociocultural Patterns, *United States History, Units of Study

This is the eighth unit in a series that introduces population concepts into the eighth grade American history curriculum. (See SO 013 782 for an overview of the guide.) In Episode VIII, the history topic is population growth and trends in the United States and developing countries. Objectives are to help the student (1) examine how fertility, mortality, and migration together affect population changes within a society; (2) scruntinize how population change varies from country to country and examine two aspects of change population size and ratios of population change; (3) investigate some of the major causes and consequences of rapid population growth in the developing countries; (4) explain the relationship between resources and consumption and examine the effects of population growth on resource consumption; and (5) develop the conceptional understanding of the dependent age group'' and the productive age group'' of a population and examine what effects the relative proportions of each have on the sociopolitical structure of society. Activities include having students list components affecting population changes, solving a riddle about population change, designing a plan of action to help eliminate or reduce the population growth problem in Sri Lanka, and debating whether the United States government should introduce technology into a developing country. (NE)

ED 212 568 SP 019 483

Wright, Stephen J.

The Survival of Black Public School Teachers: A Challenge for Black Colleges and Universities.

Pub Date-Jun 80

Note-8p.

Available from-Not available seperately, see SP 019 478.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Black Colleges, Black Teachers, College Role, *Curriculum Development, *Educational Responsibility, Higher Education, Open Enrollment, *Program Improvement, Reading Comprehension, Schools of Education, *Standardized Tests, Teacher Education Programs, *Test Wiseness

Identifiers-*National Teacher Examinations

The survival of black public school teachers is contingent upon significant improvement in their performance on the National Teacher Examination (NTE). The soundest way to improve their performance is to improve the educational program in the black colleges and universities where the teachers are trained. As open admissions institutions, it is the obligation of these schools to remove academic deficiencies. Analysis of the performance of blacks indicates that the highest rate of failures on the NTE fall in the areas of English, social studies, literature and the fine arts, science, and mathematics. In meeting their responsibility to their students in preparing them to do well on the NTE, the following recommendations are made for black schools of education: (1) improve the general education curriculum with special attention to mathematics, literature, and the arts and sciences; (2) in the professional aspect of teacher education, pay special attention to the areas of measurement and evaluation, instructional theory and practice, and pupil backgrounds, needs, and characteristics; (3) devote a significant amount of time to reading speed and comprehension and vocabulary; and (4) involve students in a direct effort to improve their performance on the NTE by making use of expert help from the National Testing Service. (JD)

ED 212 586 SP 019 558

Shumaker, Kitty, Ed. And Others
Parent Handbook: A Manual Describing Parent Involvement. Waukegan Behavior Analysis Follow Through Program.
Waukegan Community Unit School District 60, Ill.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Note-41p.; For related documents, see SP 019 555 and SP 019 557.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advisory Committees, Behavioral Objectives, Behavioral Science Research, *Community Services, Low Income, *Parent Participation, Parent School Relationship, Parent Teacher Cooperation, Primary Education, *Teacher Aides, Training Methods, *Volunteers
Identifiers-*Behavior Analysis Follow Through, *Illinois (Waukegan)

This manual is designed to inform parents about their role in the Behavior Analysis Follow Through Program. This program was designed to meet the educational needs of low-income students in the kindergarten through third grades and was validated as an effective and exemplary educational program by the U. S. Office of Education. The program emphasizes the basic skills of reading, mathematics, spelling, and handwriting. In this manual, the functions and benefits of participation in the Parent Advisory Council are explained. Employment of parents as paraprofessionals in the Follow Through classrooms is described along with procedures for seeking employment. Descriptions are given of other positions open to parents. To acquaint and assist parents new to the school area, a section of this manual lists the names, addresses, and important information about available community services. The listing includes health services, social services, recreation, educational opportunities, employment, preschool programs, housing, and legal aid. Appendices contain methods for conducting and making motions at a business meeting, ideas for getting parents involved with the school, and job descriptions for parent assistants. (CJ)

ED 212 687 UD 021 669

McCullough, Wayne R. And Others

Racial Identity and Consciousness: The Socialization of Ingroup and Outgroup Orientations.

Pub Date-81

Note-22p.; Paper presented at the Annual Meetings of the American Psychological Association (Los Angeles, CA, 1981).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Blacks, Ethnicity, Group Dynamics, *Intergroup Relations, Parent Role, *Political Socialization, Racial Attitudes, *Racial Identification, Self Concept

Identifiers-National Survey of Black Americans

The relationship that minority group members, specifically blacks, have with their racial group has received broad attention. Some literature has focused upon effects of minority status or membership while other work has focused upon either the transformation to a positive social identity or the development of collective commitments to redress societal inequalities. The purpose of the present paper is to draw from data collected in the National Survey of Black Americans in order to explore the nature of and interrelationships among ingroup and intergroup orientations and, particularly, whether collective commitments to the ingroup derive more from ingroup or intergroup aspects of identity. A secondary issue addressed is the relationship of socialization messages to the development of ingroup and outgroup orientations. The analyses suggest that ingroup and outgroup orientations are separate components of identity and that they have different implications for the development of political consciousness. Results of the analyses on the impact of parental socialization messages indicate that ingroup and outgroup socialization messages are differentially related to the various types and patterns of identification and consciousness. These findings have numerous implications for the socialization of group identification, ingroup and outgroup orientations, and political consciousness. (Author/JCD)

ED 212 727 UD 022 080

Zlotnik, Marilyn S.

Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Volume IX: School Desegregation Strategies: A Comprehensive Bibliography.

Vanderbilt Univ., Nashville, Tenn. Center for Education and Human Development Policy.
Spons Agency-National Inst. of Education (ED), Washington, D.C.; Office of Civil Rights (ED), Washington, D.C.
Pub Date-Apr 81
Contract-NIE-R-79-0034
Note-189p.; For other volumes of this Assessment Project see UD 021 862 and UD 022 073-080.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Academic Achievement, *Cultural Isolation, *Desegregation Effects, Elementary Secondary Education, Evaluation Criteria, *Public Opinion, *Racial Relations, *Secondary School Students
Identifiers-*Secondary Analysis

This volume in the assessment series of the Effectiveness of School Desegregation Strategies Project is a bibliography of references for all the printed material used in the project. Items listed relate to issues of public response to desegregation, racial isolation, resegregation, academic achievement, and racial relations. Included among entries on academic achievement are secondary analysis studies of achievement in secondary schools conducted by Paul Wortman and his associates at the University of Michigan. Also cited are those studies excluded from the Wortman Analysis, and the criteria for exclusion along with an evaluation which appears in Appendix A. A listing of papers on school desegregation presented at the 1981 AERA (American Educational Research Association) meeting is also appended. (JCD)

The Preservation of Library Materials: A CUL Handbook: Guidelines and Procedures.

Columbia Univ., New York, N.Y. The Libraries.
Pub Date-80
Note-70p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Books, College Libraries, Higher Education, *Library Collections, *Library Materials, *Library Technical Processes, *Methods, Periodicals, *Preservation
Identifiers-*Book Binding, Book Shelving, Book Storage, Water Damaged Books

Designed to assist Columbia University librarians and library technical staff in selecting binding styles or other treatments for unbound or deteriorated materials housed in the university's libraries, this handbook includes guidelines for the selection of appropriate treatment alternatives; descriptions of inhouse and commercial binding and treatment techniques for serials, monographs, and other materials; a list of recommended treatments for various types of material; and a detailed review of the procedures involved in sending materials for treatment the preparation of a standard binding slip, the General Bookbinding Company's Automated Binding Control System, the routing of materials for treatment, and the retrieval of materials in process. Also included are some notes on preservation, a list of tips on the proper shelving of books, suggestions for consciousness-raising among patrons with regard to book preservation, guidelines for dealing with water disasters, and a discussion of purchasing hardcover versus paperback books. (JL)

ED 212 302 JC 810 243

Handbook on Labour Market Experiences of Community College Graduates.

Manitoba Dept. of Labor and Manpower, Winnipeg.
Pub Date-Oct 80
Note-227p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*College Graduates, Community Colleges, Demand Occupations, Education Work Relationship, Employment Opportunities, *Employment Patterns, Foreign Countries, Graduate Surveys, Job Skills, *Majors (Students), Salaries, Semiskilled Occupations, Skilled Occupations, State Surveys, Tables (Data), Two Year Colleges, Two Year College Students, Vocational Education, Vocational Followup
Identifiers-*Manitoba

Based on follow-up studies of the 1975, 1976, 1977, and 1978 graduates of Manitoba's community colleges, this handbook outlines the employment experiences of graduates from 88 programs of study offered by the colleges' health and personal services, business and administrative studies, applied arts, industrial and technology, and teacher education divisions. After introductory material delineating limitations in the use of the handbook as an informational resource for career planning, a summary is presented of findings of the 1979 follow-up study. These findings, based on responses from 61% of the 3,095 students who graduated from one of Manitoba's three community colleges in 1978, include the following: (1) 88.3% were employed one year following their graduation; (2) 82.5% of the employed graduates had jobs related to their field of study; (3) 88.7% of the employed graduates found work in Manitoba; and (4) the average weekly salary of graduates was $219.57. The bulk of the handbook draws upon the cumulative follow-up data to profile the employment experiences of students according to their program of study. For each of the 88 programs, the handbook provides a description of the duties of the jobs for which the program provides training; graduate employment rates; the locations of graduate employment; average starting salaries of 1978 graduates; possible organizations where graduates can seek employment; and the job titles held by employed graduates. (JP)

ED 212 531 SO 013 831

Clark, Leon E., Ed.

Nation-Building: Tanzania and the World. Through African Eyes: Cultures in Change, Unit VI.

Center for International Training and Education, New York, N.Y.; Council on International and Public Affairs, New York, N.Y.

Pub Date-70

Note-158p.; Some photographs throughout the document may not reproduce well from EDRS in microfiche or paper copy. For related documents, see SO 013 828-833.

Available from-CITE Books, 777 United Nations Plaza, Suite 9-H, New York, NY 10017 ($5.95).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*African Culture, *African History, Area Studies, *Black Studies, Change, *Developing Nations, *Nationalism, Primary Sources, Reading Materials, Secondary Education

Identifiers-Africa, *Tanzania

The process of nation building in Tanzania is the topic of this book, the sixth in a series dealing with African culture and intended for secondary level students. Almost all of the selections in the book were written by Africans, and they come from a variety of sources including speeches, government documents, newspaper and magazine articles, scholarly studies, and personal observations of students, political leaders, and others. The basic purpose of the book is to capture some of the feelings, aspirations, and experiences of black Africans and, by so doing, help the reader develop a sense of empathy and a feeling of identity with human beings everywhere, recognizing the common humanity that all men share. Discussion questions are provided for the selections. Some examples of reading selections follow. In one selection the land resources of Tanzania and how they are being used are described. Swahili proverbs that reflect the values of traditional life in Tanzania are presented in another reading. In a speech, President Nyerere argues that socialism is the natural economic system for Tanzania because it comes closest to the traditional life of the people. In another selection a young man complains about the changes in marriage practices and tribal authority in his area brought about by government policies. (Author/RM)

ED 212 607 SP 019 610

Riley, Bob E.

Teacher Stress: A Workshop Approach.

Pub Date-81

Note-28p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, Inservice Teacher Education, Instructional Materials, *Job Satisfaction, *Relaxation Training, *Stress Variables, *Teacher Attitudes, *Teacher Burnout, Teacher Morale, *Teacher Workshops, Teaching Conditions, Vocational Adjustment

In an example of treating teacher stress through a workshop, research on teacher stress factors is presented, and methods of dealing with stress symptoms are discussed. In the first session, stress is defined, and job-related stress factors for elementary and secondary school teachers are listed. Self-imposed and situational stress are described, and the negative and positive aspects of stress are outlined in the second session. Following a list of 32 suggested coping strategies, stress management techniques devised by the National Education Association are outlined. A bibliography lists publications on stress and teacher burnout. The appendices consist of nine items that can be used in a workshop, including overheads, handout materials, and self quizzes. (FG)

ED 212 665 TM 820 079

Knapp, Joan E. Jacobs, Paul I.

Setting Standards for Assessing Experiential Learning.

Council for the Advancement of Experiential Learning, Columbia, Md.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Nov 81

Note-32p.

Pub Type- Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Standards, *College Credits, *Experiential Learning, Higher Education, Informal Assessment, Surveys

Identifiers-*Council for Advancement of Experiential Learning

Doubts and misgivings have resulted from the rapid growth and diversity of experiential programs and the use of experiential learning assessment as a recruiting and marketing device. The Council for the Advancement of Experiential Learning (CAEL) is the body examining what is being done about setting standards for the assessment of experiential learning; this document represents CAEL's study approach to ascertain present practices, review the literature, filter the findings through author's experience with assessment, and develop principles that colleges and universities can use in establishing standards for assessing experiential learning. Experiential learning is divided into two major types: (1) sponsored occurs under the auspices of a college or university and is planned or supervised such as a public service internship, cross-cultural experience, or career or occupational development and (2) nonsponsored occurs before enrollment in a higher institution; includes such things as work (computer programming), life accomplishments (public speaking), or community service (chairing a charity campaign drive). (Author/CE)

ED 212 206 HE 014 681

Boyer, Ernest L. Hechinger, Fred M.
Higher Learning in the Nation's Service. A Carnegie Foundation Essay.
Carnegie Foundation for the Advancement of Teaching.
Report No.-ISBN-0-931050-20-0
Pub Date-81
Note-75p.
Available from-Carnegie Foundation for the Advancement of Teaching, 1785 Massachusetts Avenue, N.W., Washington, DC 20036 ($6.50).
Pub Type- Books (010) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizenship Education, *College Role, *Educational Benefits, *Educational History, Educational Trends, *Higher Education, Nontraditional Students, Public Policy, Research Opportunities, Research Projects, *Social Responsibility, Student Needs

The services that have been provided by colleges and universities in the United States and the current confusion regarding the role of American higher education are reviewed. Among the contributions made by higher education are: extending higher learning to new classes of people, advancing the nation's frontiers, providing scientific expertise during wartime, and helping veterans return to rewarding civilian pursuits. Presently, the external needs for higher learning's services are apparently less urgent than in the past and colleges are questioning their purposes in society. Three historic functions of higher education are examined: teaching, research, and service. It is suggested that there are new challenges for higher education. Colleges must not only teach, but must also educate a generation of students quite different from those of the past. Not only must they conduct research, but they must do so with reduced federal support and must consider enticing but potentially compromising allegiances with the private sector. As a new approach to service, public policy studies for all students are advocated, with special encouragement for a new program of civic education for adults. It is proposed that colleges and universities help students and teachers use knowledge wisely so that higher education's dual role as servant and critic of society may be protected and advanced. (Author/MLW)

ED 212 223 HE 014 711

Bloom, Allan M. Williamson, Linda B.

Honorary Degrees.

Pub Date-Oct 81
Note-18p.; Paper presented at a Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, *Awards, Commencement Ceremonies, Higher Education, Professional Recognition, *Recognition (Achievement), *Scholarship, School Surveys, *State Universities
Identifiers-*Honorary Degrees

The status of honorary degree programs among major state universities was studied. From a list of public institutions known to have awarded honorary degrees in the recent past, several were selected for interviews relative to their policies and practices in selection and award. The list and a summary of interviews with representatives of 15 major universities are appended. In a followup survey, senior academic officers of honorary degree-granting institutions were asked their perceptions of the value of their programs. No pattern related to type or prestige of the institution was found for institutions having an honorary degree program. Among those having such a program, honorary degrees awarded by faculty for scholarly excellence were well regarded, while nonacademic honorary degrees were viewed often as being more trouble than their worth to the institution. Information is presented on the results of telephone surveys with the following institutions: Michigan State University, Louisiana State University, North Carolina State University, University of Maryland, University of Georgia, University of Florida, Purdue University, University of Missouri, University of Arizona, University of Tennessee at Knoxville, and the University of Virginia. At the University of Virginia, tradition is that honorary degrees are not awarded. The University of Georgia system awards honorary degrees only to a U.S. President who has attended one of the colleges or universities of the system. The other schools do award honorary degrees, although the frequency and criteria for awards differ. (SW)

ED 212 240 HE 014 746

Crisis and Opportunity: Paying for Higher Education in the 1980s. Citizens League Report, Number 5, November 1981.

Citizens League of Baltimore, Md.

Pub Date-Nov 81

Note-13p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, College Administration, College Planning, Coordination, Educational Cooperation, *Educational Finance, Governance, *Higher Education, *Investment, Scholarships, State Boards of Education, *Statewide Planning, *Student Financial Aid, *Tax Credits

Identifiers-*Maryland

Findings of a two-year study of higher education in Maryland in the 1970s are summarized, and a higher education investment plan is proposed. Study findings, which are based on the opinions of persons appearing before the Citizens League Higher Education Research Committee, pertain to planning and management, governance, and access to higher education. Areas of concern are: competition among institutions; overlapping course and program offerings among neighboring schools; gaps in offerings among schools in the state in such important areas as agriculture, business management, and computer science; inflation; the high cost of dropouts; powers of the State Board of Higher Education; accreditation; state aid in Maryland; private gifts and endowments; and cuts in federal aid. It is recommended that a plan be established whereby individuals can set aside funds for educational purposes that will qualify for the same kind of tax relief now accorded individual retirement accounts. Five percent of the total investment will be placed in a scholarship pool of the saver's state of residence for distribution to prospective students in the state according to financial need. A hypothetical case of how the plan works is presented, along with a comparison of beneficiary payback for the investment plan versus student loan. Benefits of the plan and effective yield of the plan to the investor are examined. This plan would require federal legislation. Questions and answers about the Higher Education Investment Plan Proposal are included. (SW)

ED 212 320 JC 810 675

Katus, Jean

A Follow-Up Study of Standing Rock Community College Graduates.

Pub Date-May 80
Note-80p.; M.S. Thesis, University of North Dakota.
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Age, American Indian Education, American Indian Reservations, *American Indians, Associate Degrees, Bachelors Degrees, *College Graduates, Community Colleges, *Education Work Relationship, Employment, Females, Graduate Surveys, Literature Reviews, Majors (Students), Males, Parent Background, *Participant Satisfaction, Tables (Data), Two Year Colleges, Vocational Followup
Identifiers-Standing Rock Sioux (Tribe)

Using personal interviews, telephone interviews, and, when necessary, mailed questionnaires, Standing Rock Community College (SRCC) conducted follow-up surveys with 64 of the 68 students who had graduated from SRCC between May 1976 and December 1979. The interviews or questionnaires solicited information concerning demographic characteristics, educational background, reasons for attending SRCC, the influence of the college's location (the Standing Rock Sioux Reservation) on the student's decision to attend, the student's major field of study, plans for further schooling, employment status and the relationship of employment to the student's course of study, the aspects of SRCC that were most valuable to the student, and suggestions for improvement. Analysis of the survey data involved a cross tabulation of selected findings with respondents' age, sex, tribal affiliation, high school background, i.e., diploma or equivalency certificate, previous postsecondary training, date of graduation from SRCC, type of degree obtained, major, and parents' educational background. The study report discusses SRCC's history and service district, reviews literature concerning Indian community colleges, details methodology, presents a demographic and educational profile of the respondents, and details survey findings and cross tabulation results. Data tables and the survey instrument are included. (JP)

ED 212 358 PS 012 615

Lindeman, Toni D.

Managerial Succession in Child Care Centers.

Pub Date-Jan 80
Note-45p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adjustment (to Environment), *Administrative Change, *Administrators, Case Studies, *Change Strategies, *Child Caregivers, *Day Care Centers, Early Childhood Education, Interviews, *Organizational Communication

Because a change in child care center directors is potentially so disruptive to both staff and children, factors which inhibit a smooth transition of leadership should be identified and, where possible, solutions proposed. Therefore, this paper (1) briefly describes (through five case studies) different managerial successions in child care centers and their effect on both the existing staff members and the new manager, (2) identifies pertinent theories to provide perspective on, and increased understanding of, the case study events presented, and (3) makes recommendations for preventing some of the typical problems encountered. In order to determine existing practices and perceptions about succession, a number of interviews were conducted with six local program administrators and 15 of their staff members in three Northern California counties. Case study materials presented in Section I were constructed from the interview data. In Section II, the importance of expectations, behaviors of group members, ceremony, communication networks, and subtle aspects of individual and group responses to change are discussed. Several detailed and specific recommendations for making the managerial succession process in child care centers less disruptive to members of the existing work group are presented in Section III. Interview schedules and related materials are appended. (Author/RH)

ED 212 415 RC 013 147

Huart, Michelle

Evaluation of the School Career and Health Record for Children Attending School Abroad. National Experience in the Use of the School Career and Health Record, Part I. Preliminary Report for the Council of Europe.

Council for Cultural Cooperation, Strasbourg (France).

Spons Agency-Council of Europe, Strasbourg (France).

Pub Date-9 Oct 81

Note-18p.; Paper copy not available due to publisher's choice. For a related document, see RC 013 148.

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Records, Comparative Analysis, Elementary Secondary Education, Foreign Countries, *Foreign Students, *Formative Evaluation, *Migrant Children, Program Descriptions, Reliability, *Student Records, Use Studies, Validity

Identifiers-*Student Health Records

In a resolution, the Committee of Ministers recommended that governments of Council of Europe member states ask their countries' School authorities to use the school career and health record for children attending school abroad for a trial period and inform the Council of Europe Secretariat at the end of the trial period of their experience in using the record and of any changes to its contents which they considered necessary or desirable. This preliminary report covers the experience of various member countries in the use of the record. The report is based on information obtained from replies to the questionnaire sent to the national education authorities on the use of the school career record, the provisional report prepared for the Commission of the European Communities on the same subject with regard to the Community countries and from members of Project Group Number 7 on the education and cultural development of migrants. This preliminary report mainly concerns the introduction of the record in the various countries concerned. The report contains a description of Austria, Cyprus, Finland, Malta, Norway, Portugal, Sweden, and Switzerland's experience in the use of the record; a comparative analysis of that experience; a preliminary overall assessment; and provisional conclusions and prospects. (CM)

ED 212 626 SP 019 682

Anderson, Linda M.

Student Responses to Classroom Instruction.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-IRT-109
Pub Date-Sep 81
Contract-400-76-0073
Note-28p.
Available from-Institute for Research on Teaching, 252 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824 ($2.50).
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Attention Control, *Classroom Environment, *Classroom Techniques, Elementary Education, Student Behavior, Student Educational Objectives, *Student Motivation, *Teacher Effectiveness, Teacher Influence, *Time on Task

Research on teacher effectiveness addresses questions about how teachers bring about desirable student outcomes. Until recently, most research has focused on long-term outcomes, such as achievement gains over one year. Short-term outcomes students' immediate responses to instruction are also important. Four categories of short-term student outcomes that may be observed by teachers are attention, initiative, success, and understanding of how and why to do classroom work. For each category, research has suggested ways to encourage and sustain immediate student responses that support learning. Two principles underlie the suggestions. First, teachers must remain aware of student responses by creating work contacts with all the students frequently and on a regular basis. The second principle reflected in many of the suggestions is that teachers can help students learn how to respond to instruction by arranging the classroom environment to make attention and initiative more likely and by teaching students how and when to attend, seek help, and apply certain strategies for understanding instruction and performing work. A list of references is appended. (Author/JD)

ED 212 708 UD 022 059

Racial/Ethnic Distribution of Public School Students and Staff, New York State, 1980-81.

New York State Education Dept., Albany. Information Center on Education.
Pub Date- 81
Note-63p.; For related documents see ED 149 897, ED 160 698, ED 182 406 and ED 199 324.
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Alaska Natives, American Indians, Asian Americans, Blacks, Elementary Secondary Education, *Ethnic Distribution, Hispanic Americans, *Minority Groups, *Public Schools, *Racial Distribution, *School Personnel, *Student Characteristics, Whites
Identifiers-*New York

This report summarizes information on the racial/ethnic distribution of the students and professional staff in all public elementary and secondary schools in New York State during 1980-81. Various statistical tables show the proportions of students and staff classified as belonging to (1) White, (2) Black, (3) Hispanic, and (4) Asian/Pacific Islander, American Indian, or Alaskan Native groups, in the five largest school districts, in the rest of the State, and in the State as a whole. Data are also provided on the school distribution of black and Hispanic minorities. Also included are tables indicating student and staff distributions over the periods 1976-77 through 1980-81. Appendices consist of more detailed tables showing racial/ethnic distribution of students and professional staff by individual school district. (MJL)

ED 212 282 IR 009 989

1980 Directory of Continuing Education Opportunities for Library-Information-Media Personnel.

Continuing Library Education Network and Exchange, Washington, D.C.
Pub Date-80
Note-369p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Continuing Education, Course Objectives, *Courses, Instructional Materials, Library Associations, *Library Education, Library Personnel, *Library Schools, *Library Science, Media Specialists, *Professional Continuing Education, State Agencies, Teaching Methods

This directory of 242 courses, workshops, and institutes of continuing education programs for library/information/media personnel, is based on the results of a survey administered to colleges and universities, state agencies, and professional associations. The first and largest of five sections identifies specific courses and provides such course information as objectives, location, teacher, enrollment requirements, prerequisite coursework, delivery system types, supportive material, credit hours, fees, and a contact person. Subject areas of courses include: automation and data processing, programs for library technicians, materials and services for children and administration, cataloging and classification, and school media librarianship. The second section is a guide to the geographic locations of continuing education programs, whereas the third is an index to the primary sponsors of the courses. Individual leaders are indexed in the fourth section by last name, and by the subject areas of programs they teach. Provided in the last section are discussions and summary statistics on the numbers of programs offered, faculty involved, and types of sponsors offering programs. The number of courses in major content areas are ranked and the teacing methods and presentation modes of programs are indicated. Eight tables are provided. (RBF)

ED 212 378 PS 012 647

Flagg, Barbara N. And Others
Children's Visual Responses to Sesame Street.''
Harvard Univ., Cambridge, Mass. Center for Research in Children's Television.
Spons Agency-Children's Television Workshop, New York, N.Y.; Office of Education (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.
Pub Date-Oct 76
Contract-300-76-0100
Note-89p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Attention Control, Classification, *Comprehension, *Eye Movements, Formative Evaluation, *Instructional Materials, Letters (Alphabet), Measures (Individuals), Numbers, *Preschool Children, Television Research, *Television Viewing
Identifiers-*Sesame Street

Formative research on the eye movements of children in the older age range of Sesame Street's'' target audience was conducted and results were used to answer a range of formative questions concerning television programing goals and their implementation. Forty-six low-income, black and caucasian children, ranging in age from 4.9 to 6.9 years participated in the study. Research procedures used involved (1) the administration of the Sesame Street Familiarity Test (SSFT), a measure specifically designed for this study, as well as other pertinent questions, (2) equipment calibration and viewing of one show consisting of several segments, (3) refreshment break, post-questioning and administration of the Peabody Picture Vocabulary Test, (4) viewing a second show, (5) post-questioning concerning the second show, and (6) compensation payment to the subject. The purpose of all pre- and post-viewing questions was to determine the extent to which the child comprehended the instructional message of the segment viewed. Segments focused on numbers, letters of the alphabet, and classification concepts. Results are presented for performance on measures used. No sex or race effects were found. Subsequent discussion describes the viewing patterns and post-viewing results for each of the 23 segments in the three shows. In concluding remarks, format design variables considered important in attracting and maintaining the child's visual attention are pointed out. Related materials are appended. (Author/RH)

ED 212 397 RC 013 129

Cohen, John M. Marshall, Terry

How to Gather Information on Community Needs and Funding Sources. Resources for Rural Development Series: Handbook No. 1.

Cornell Univ., Ithaca, N.Y. Dept. of Rural Sociology.

Spons Agency-Northeast Regional Center for Rural Development, Ithaca, N.Y.

Pub Date-Sep 76

Note-113p.; For a related document, see RC 013 130-131.

Available from-Northeast Regional Center for Rural Development, 293 Roberts Hall, Cornell Univ., Ithaca, NY 14853 ($1.50/set, $2.00/2 sets, $3.00/3 or more sets).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Community Development, Data Collection, Federal Aid, *Financial Support, Fund Raising, Governmental Structure, Government Role, Grants, *Information Dissemination, *Information Sources, *Needs Assessment, Private Financial Support, Program Proposals, Proposal Writing, Revenue Sharing, Rural Areas, *Rural Development, State Aid, Visual Aids

One of a series designed to aid community leaders, cooperative extension agents, local government officials, and others in their efforts to gain external resources needed to support local efforts in rural development, this handbook addresses three basic problem areas: gathering information on rural development needs of a community; locating funding sources to help meet the community's rural development needs; and presenting information in a clear, concise, and persuasive manner to state, federal, and foundation funding sources. Part I discusses documentation and funding problems and blockages in presentation. Part II gives a broad introduction to types of information most common to proposals for federal grants and programs related to human services. Part III discusses presentation of data by written or oral summaries and through use of visual aids, including a detailed description of visual aids preparation. Part IV looks at federal funding sources of currently existing programs, sources of information on those programs, and some sources of non-federal funding. Part V stresses the importance of understanding government organizations and the regulations which govern them and furnish sources of information. Appendices present a select bibliography on federal, regional, state, and local government, and a list of local level resources. (CM)

ED 212 452 RC 013 189

Fuentes, Roy O.

Conference in Dialogue: Presentation By National Education Association.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date-18 Aug 81

Note-11p.; Paper copy not available due to publisher preference. Paper presented at the National Policy Workshop on Education for Migrant Secondary Students (Washington, DC, August 18, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communications, Computer Oriented Programs, Educational Needs, *Educational Technology, *Information Dissemination, *Migrant Education, Migration, Parent Role, Secondary Education, Student Mobility, *Student Records, *Transfer Students, Workshops

Identifiers-Migrant Student Record Transfer System

Designed to construct a frame of reference and to encourage attitudes that facilitate productive dialogue during and after the conference, this address gives an overview of American mobility, re-examines the problem of managing the education of the migrant/mobile student, explains the structure of the National Policy Workshop on Education for Migrant Secondary Students, and presents a primary challenge of American education. After a comparison between the impact of mobile families upon the real estate industry and the impact of student transfers on local school systems, the paper discusses the unrealistic expectations concerning the parent role in student transfers, the limitations which lack of information puts on the school's ability to provide services, the disruptive impact on instructional continuity caused by the mobility factor, the need for a computerized communications network to give each school system access to information on transfer and migrant students, and the importance of the Migrant Student Record Transfer System. The major areas to be covered by the workshops and the role of panel moderators are described. The address concludes by presenting the construction of a modern electronic system to provide educational continuity for mobile students as the primary challenge of American education. (CM)

ED 212 473 SE 036 083

Vaidya, Sheila And Others

Field-Dependence-Independence and Mathematics Problem-Solving.

Pub Date-Aug 81

Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development, *Cognitive Style, Educational Research, Elementary Education, *Elementary School Mathematics, *Grade 4, Individual Differences, Individualized Instruction, *Learning Theories, Mathematics Education, *Problem Solving

Identifiers-*Field Dependence Independence, Heuristics, *Mathematics Education Research, Word Problems

Presented is a discussion of the nature of individual differences in the learning of mathematics, which leads to a review of field-dependent and field-independent cognitive styles. Field-dependence-independence is noted as an important variable in school learning and a study is cited that investigated the relationship between pupil success at solving mathematics word problems and cognitive style. The findings of that study formed a basis for the new investigation reviewed in this report. Twenty-eight fourth-grade subjects from a center-city Philadelphia school were selected in the new study, and two sets of word problems were presented to these subjects. One problem set was in standard form, the other consisted of word problems with adjunct questions. Results indicated that although there is some benefit to field-independent subjects when word problems are presented with adjunct questions, the gain among the field-dependent is greater. The findings are seen to justify the idea of training teachers in using strategies which are likely to help children structure the information within word problems. (MP)

ED 212 495 SE 036 244

Annual Report, July 1980-June 1981. Assembly of Life Sciences, National Research Council.
National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Life Sciences.
Pub Date-82
Note-130p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Biological Sciences, Federal Government, *Medicine, *Organizations (Groups), Policy Formation, *Program Descriptions, *Scientific Research
Identifiers-*Environmental Health, Toxicology

Covering the fiscal year beginning July 1, 1980, and ending June 30, 1981, this annual report of the Assembly of Life Sciences (ALS) summarizes the major activities of this group. Information is organized into four sections: (1) The Executive Office; (2) The Division of Biological Sciences; (3) The Division of Medical Sciences; and (4) The Board on Toxicology and Environmental Health Hazards. Each section begins with an organizational chart which shows the structure within the ALS and the Assembly's relationship to the National Academy of Sciences. Activities within sections are mostly listed alphabetically. Committee entries include a summary description, list of members, staff, meeting dates, and summary of accomplishments. A list of ALS reports completed during this year and a list of ALS corresponding societies is provided in the back. (Author/DC)

The Human Behavior Curriculum Project. Instructional Units and Teacher Handbooks.

American Psychological Association, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-8077-2613-3; ISBN-0-8077-2614-1; ISBN-0-8077-2615-X; ISBN-0-8077-2616-8; ISBN-0-8077-2617-6; ISBN-0-8077-2618-4; ISBN-0-8077-2619-2; ISBN-0-8077-2620-6; ISBN-0-8077-2621-4; ISBN-0-8077-2622-2; ISBN-0-8077-2623-0; ISBN-0-8077-2624-9; ISBN-0-8077-2625-7; ISBN-0-8077-2626-5; ISBN-0-8077-2628-1
Pub Date-81
Grant-PES73-06337
Note-723p.
Available from-Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (Teacher Handbooks $9.95 ea., Student Units $3.95 ea.).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Animal Behavior, Attitude Change, *Behavior, Communication (Thought Transfer), Conditioning, High Schools, Language, Learning, Personality, *Psychology, Social Behavior, Social Influences, Units of Study

Each of these eight units dealing with human behavior is designed for high school psychology courses and consists of a teacher handbook and a student booklet. The developers believe that the systematic study of behavior can increase students' understanding of the lives they lead. Each unit was prepared by a different team consisting of two high school teachers, a varying number of high school students, and a specialist in the science of human behavior. The unit themes, chosen both for their interest to students and for the basic understandings of human behavior they provide, can be studied independently or they may be used together to form a course of nearly any length from three weeks to a year. The units are: Natural Behavior in Humans and Animals, States of Consciousness, School Life and Organizational Psychology, Social Influences on Behavior, Changing Attitudes, Conditioning and Learning, Language and Communication, and Studying Personality. The teacher handbook for each unit summarizes the unit, describes unit goals, provides detailed teaching instructions for each of the unit's lessons, suggests activities, cites additional resources for classroom use, and contains duplicating masters. The student booklet consists of readings. Students are expected to read and discuss the selections and actively participate in many classroom activities. For example, activities involve students in analyzing psychological studies, interpreting data, listening to recorded speech samples and analyzing them, giving and listening to reports of observations of natural behaviors, and reading a brief case study. (Author/RM)

ED 212 587 SP 019 560

Programs Approved for Teacher Education in Pennsylvania Colleges and Universities.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Academic Programs.
Pub Date-Dec 81
Note-110p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Accreditation (Institutions), Administrators, Allied Health Personnel, Guidance Personnel, Higher Education, *Professional Education, *School Personnel, Special Education, *State Departments of Education, Teacher Certification, *Teacher Education Programs
Identifiers-*Pennsylvania

The 86 institutions listed in this booklet have been approved by the Pennsylvania State Department of Education for the preparation of professional employees for Commonwealth of Pennsylvania schools. An introductory section describes processes in institutional approval for teacher education and initial approval of certification programs. The institutions are listed in alphabetical order along with the name of the person heading the department offering the approved programs. The type of certificate and program and the duration and date of approval are also noted for each program. (CJ)

ED 212 608 SP 019 611

Riley, Bob E.

Human Relations in Education: Its Time Has Come.

Pub Date-78
Note-17p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Change, *Human Relations, Individual Differences, Individual Needs, *Intergroup Education, *Interpersonal Competence, Leadership Training, Role Models, School Community Relationship, *School Role, Social Attitudes, Student Teacher Relationship, Teacher Administrator Relationship, Teacher Education, *Teacher Responsibility, Teacher Role

Through the use of human relations techniques, educators can bring about significant changes in the schools. The primary factor is to implement a planned program that will promote better relationships between individuals of different races, religions, and national origins. In order to do this, it may be necessary to reshape the attitudes held by members of the school community. There are five ways that school faculties can improve human relations in the school: (1) encourage harmonious interaction between groups of students by emphasizing the value of different approaches to problems; (2) provide opportunities for role playing by students to increase the depth of their understanding of other people and develop a readiness to participate actively with their classmates; (3) stay aware of the personal problems students are facing in their private lives and accept the responsibility for being an adult role model; (4) provide an example of willingness to change personal attitudes and accommodate other members of the school family; and (5) maintain good rapport with the community and uphold a good image for school community relations. Appended are checklists for teachers and administrators to enable them to analyze their efforts to provide the best educational experience possible for all of their students. (JD)

ED 212 645 TM 810 929

Gold, Robert S. And Others

Evaluation Studies and Change: A Review of the Literature.

Pub Date- 79
Note-40p.; Faint print throughout.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Decision Making, Evaluative Thinking, Information Utilization, Literature Reviews, *Medical Care Evaluation, Program Effectiveness, *Program Evaluation, Research Needs
Identifiers-Evaluation Problems, Evaluation Research, *Evaluation Utilization

Evaluation research should be viewed as the source of knowledge on two levels: (1) how evaluation studies utilize results, and (2) how the knowledge that was evaluated is utilized. The purpose of this document is to systematically examine the literature pertinent to the utilization of evaluation results. The impetus for legitimization of evaluation in the area of health programs came about with the Great Society Programs of the 1960's and was strengthened in the 1970's by passage of legislation requiring certain proportions of federally supported program budgets to be directed towards assessment of program effectiveness. This document deals with analyzing evaluation and technical methods for implementing suggestions. Twenty-one pages of selected references make this document a complete in-hand research tool for the person involved in making authority decisions, collective decisions or optional decisions. (Author/CE)

ED 212 728 UD 022 081

Ogletree, Earl J. Mitchell, Bernice
Legal Issues in School Desegregation.
Pub Date- 81
Note-37p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Black Students, *Busing, Court Role, *Desegregation Effects, *Desegregation Litigation, *Desegregation Methods, Elementary Secondary Education, Parent Attitudes, *Racial Relations, Self Concept, Social Integration, Transfer Policy, Urban to Suburban Migration

This paper reviews desegregation litigation since 1896 and discusses literature on the effects of segregated versus desegregated schools on the self concept and academic performance of black students. The outcomes of busing and other desegregation methods are considered in the literature review as are student attitudes, race relations, and social adjustment following desegregation. Based on existing research, it is asserted that opinions of desegregation are intertwined with opinions of busing. It is further suggested that while opinion surveys indicate that most people support the principle of desegregation, there is little agreement on the means for achieving it. (JCD)

ED 212 259 IR 009 965

A Report of the First Statewide Survey of Children's Services in Public Libraries of Wisconsin.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Report No.-WSDPI-1000-3A27601-81
Pub Date-81
Note-53p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Children, Financial Support, Library Acquisition, Library Administration, Library Collections, Library Facilities, Library Personnel, *Library Services, Library Surveys, Program Development, *Public Libraries, Questionnaires
Identifiers-*Childrens Librarians, *Wisconsin

In the spring of 1980, the State of Wisconsin Division for Library Services conducted a survey to determine the level of children's services offered by public libraries throughout the state. Questionnaires were sent to the 435 public library units in the state offering library services, and 363 of these responded to the survey. Cross tabulations were made of the locality populations of the responding libraries, with such factors as library staff size, and level of budget allocations for children's services. Survey data were analyzed to determine the effect of administrative policies and procedures, library budgets, hours of library service, acquisitions practices, library staffing, and physical facilities on these services. Children's services in Wisconsin public libraries were shown to be strong in the areas of informational requests, materials access, summer programming, and continuing education for staff, but weak in the areas of management, administration, and collection development. Data are presented in 11 summary tables and five figures. Accompanying the text are a chronology of survey activities, a roster of the survey planning committee, a bibliography, and a copy of the questionnaire and its cover letter. (JL)

Baker, Ronald E. Ostertag, Bruce A.
Community College Handicapped Student Programs and Advisory Committees.
Pub Date- 81
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees, *College Planning, *Community Colleges, Educational Legislation, *Group Activities, *Group Membership, Group Structure, Participant Characteristics, Program Development, School Community Relationship, *Special Education, Special Programs, State Surveys, Statewide Planning, Student Personnel Services, Two Year Colleges
Identifiers-*California

In 1977, the State Board of Governors adopted legislation mandating the establishment of advisory committees for handicapped student programs and services in California community colleges. In fall 1980, a statewide survey was conducted to investigate the current operational structure and activities of these committees. Program coordinators at 106 California community colleges were asked to provide information on their characteristics; the characteristics of advisory committee members; the organizational structure of the committees; present and past emphases in committee activities; and committee problems, effectiveness, and functions. Selected findings, based on responses from 83 colleges, include the following: (1) respondents worked in colleges with an average enrollment of 10,995 students serving an average of 337 handicapped students; (2) while faculty and staff composed the largest group of committee members, other groups were adequately represented; (3) 71.1% of the committees lacked written by-laws; (4) during 1980-81, committee activities focused primarily on improving program operations and curriculum and instruction; and (5) major problems were identified as lack of a clearly defined committee role, member apathy, and lack of attendance. Recommendations, based on these and other findings, called for a clearer definition of committee roles, chairpersons from outside the college staff, greater community representation, more convenient meeting times, training sessions for new and continuing members, and statewide guidelines. (HB)

ED 212 359 PS 012 618

Neugebauer, Roger, Ed. Lurie, Robert, Ed.
Caring for Infants and Toddlers: What Works, What Doesn't.
Summit Child Care Center, N.J.
Pub Date-80
Note-106p.; Proceedings of Conference co-sponsored by Summit Child Care Center and Child Care Information Exchange (Summit, NJ, April 26-27, 1980).
Available from-Child Care Information Exchange, 70 Oakley Road, Belmont, MA 02178 ($7.70).
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Child Caregivers, Childhood Needs, Curriculum Development, *Day Care Centers, Early Childhood Education, *Infants, *Parent Teacher Cooperation, *Physical Environment, *Staff Development, Training
Identifiers-Crying, *Toddlers

This publication, consisting of 16 papers presented at a 2-day conference in Summit, New Jersey, focuses on the practical aspects of caring for infants and toddlers in day care centers. The papers are categorized under six areas reflecting the following major issues addressed in the conference: developing an appropriate curriculum, selecting and training caregivers, maintaining effective relations with parents, meeting young children's caretaking needs, and designing the physical environment in an infant day care center. A bibliographic list, offering additional reading materials on the above issues, is included. (Author/MP)

ED 212 434 RC 013 169

Randell, Shirley K.

Accountability for the Education of Disadvantaged Groups through the Disadvantaged Schools Program.

Pub Date-23 Aug 79

Note-21p.; Paper presented at the National Conference of the Australian Council of Educational Administration (6th, Perth, Australia, August 27, 1979).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accountability, Community Involvement, Decision Making, Economically Disadvantaged, *Educational Finance, *Educationally Disadvantaged, Educational Policy, Elementary Secondary Education, Evaluation Methods, Foreign Countries, Government School Relationship, Grants, Inservice Teacher Education, Parent Participation, Political Influences, *Program Effectiveness, Program Evaluation, Rural Areas, School Community Relationship, Student Behavior, *Student Evaluation

Identifiers-*Australia, *Disadvantaged Schools Program (Australia)

Financial, educational, and political accountability issues involved in the Disadvantaged Schools Program, initiated by the Schools Commission to improve the learning outcomes of children from educationally disadvantaged backgrounds in Australia, are the focus of this paper. Consideration is given to the views of the Commission in its published reports and to the relevance of those views for accountability procedures in the Program. The Program's emphasis on community involvement and school level evaluation as important aspects of educational accountability is examined, and strategies for facilitating accountability for the education of disadvantaged children are described. Strategies discussed deal with guidelines and consultant services, expansion of evaluation measures, training of teachers and community members in evaluation skills, and community participation. Finally, some of the constraints and tensions associated with accountability at all levels in the Program are discussed in relation to what may be possible in the future. Constraints examined involve developing accountability mechanisms, selection of schools, cost-effectiveness issues, over-emphasis on limited range of competencies, and conflicting goals. (CM)

ED 212 514 SO 013 788

Massialas, Byron G. And Others

Formative Evaluation Instruments. Resource Material Development: Population Dynamics in Eighth Grade American History.

Florida State Univ., Tallahassee.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-74

Contract-OEG-0-73-5415

Note-26p.; For related documents, see SO 013 782-788 and SO 013 835.

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Essay Tests, *Formative Evaluation, Grade 8, Human Geography, Junior High Schools, *Population Growth, Pretests Posttests, *Student Evaluation, *United States History

This volume contains test questions for conducting formative evaluation for the series of eight units designed to introduce population concepts into eighth grade American history curriculum (SO 013 782-787). Roughly, two questions, corresponding to each day's lesson and arranged according to episodes, are found in this resource. They deal not only with intellectual skills in inquiry, but they also seek, where appropriate, the clarification of values and attitudes of students. Examples of a few questions and tasks students are asked include (1) listing desirable factors in choosing a place to settle; (2) marking appropriate locations for a school, city hall, home etc. on a map depicting a modern city; (3) answering brief essay questions, such as why a colonial farmer might want to have many children; and (4) stating a hypothesis about how the proportion of people living in a rural area would change as a country becomes industrialized. (Answers are provided for the teacher to some of the test questions). The same instrument may be used before and following instruction as pretests and posttests to ascertain the effectiveness of the material. These instruments are designed for formative evaluation of the goals of each day. Thus, it is expected that the results of the tests will be used by the teacher to improve instruction. (NE)

ED 212 569 SP 019 484

Jones, J. B.

Administration/Funding/Faculty Recruitment and Staff Development in Teacher Education: Problems, Issues and Strategies Related to the Preparation and Survival of Black Public School Teachers.

Pub Date-Jun 80
Note-27p.
Available from-Not available seperately; see SP 019 478.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Black Teachers, *Change Strategies, *College Administration, *Financial Support, Governance, Higher Education, Policy Formation, Schools of Education, *Staff Development, Teacher Education, *Teacher Recruitment

Four specific topics in teacher education are addressed. The first of these is the control of teacher education, policy formation, and governance. These administrative issues are considered in the light of the complex interaction between interest groups, the power of state and local control of education, and professional organizations. The second topic, funding, is examined with particular attention to the private philanthropy and public revenues that are needed if equality programs are to be available in teacher education for low income students who cannot meet the high tuition cost of private colleges. Beset by inflation, school bureaucracy, and loss of community support, teachers are turning to other careers to save their dignity and financial security. This topic is explored with an analysis of effective recruitment of teacher education faculty. The final topic considered is that of staff development. In order to respond to the many critics of education, alternatives must be found. As new ideas emerge, they must be made known to faculty members and administrators who are charged with making major alterations in the educational experiences offered in higher education. In discussing these four topics, significant issues, problems, and strategies for change are outlined for each. (JD)

ED 212 666 TM 820 085

Lyon, Catherine And Others

Evaluation Offices and Instructional Renewal. Studies in Evaluation and Decision Making, Work Unit 1: Evaluation and Decision Making in School Districts.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Grant-OB-NIE-G-78-0213

Note-31p.; For related documents, see TM 820 083-086.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Assessment, *Evaluators, *Instructional Improvement, *Organizational Climate, *School Districts

Identifiers-Evaluation Research, *Interorganizational Relationships, Policy Analysis

The study reported here is part of a larger project which provides baseline data on local school district evaluation offices: their organization, financing, personnel, activities and relationships to other district functions. This analysis explores the relationship of the characteristics of the context in which an evaluation takes place, such as community environment, resources, and organization characteristics, to an evaluation unit's involvement in instructional renewal. The major emphasis is on variables over which the district or evaluation unit has some control, so that the results can be of practical use in improving educational evaluation. A few additional variables, which could be considered potential constraints, have been included because of their prevalence in the literature on educational organizations. This paper is a first attempt to investigate what factors are associated with the level of a unit's direct participation in the instructional change process; coordinated work focuses specifically on units with particularly high levels of instructional involvement. These combined results are potentially useful in expanding the meager data about school district evaluation offices and their ability to influence instruction. (Author/GK)

ED 212 688 UD 021 679

Reynolds, William Bradford

Civil Rights Enforcement in the Reagan Administration: The First Year in Review.

Department of Justice, Washington, D.C.

Pub Date-22 Feb 82

Note-19p.; Paper presented at the Annual Meeting of the Delaware Bar Association (Wilmington, DE, February 22, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affirmative Action, *Busing, *Civil Rights, Court Litigation, Equal Opportunities (Jobs), *Federal Legislation, Law Enforcement, Minority Groups, *Public Policy, *Racial Discrimination, School Desegregation

Identifiers-*Reagan Administration

In remarks before the Delaware Bar Association, United States Assistant Attorney General William Bradford Reynolds discusses the Reagan Administration's policies on civil rights. He first reviews past court decisions, which first continued to support racial discrimination and then sought to abolish it, and summarizes the eventual development of a consensus that such discrimination was intolerable. He then examines cases to demonstrate the Reagan Administration's enforcement record in the civil rights area. However, he points out two forms of relief that the Administration finds objectionable: (1) mandatory busing; and (2) racial quotas. Citing court precedent and research results, he suggests that busing has generated public protest and has not had positive effects on academic achievement or on attempted integration. Similarly, he notes that racial quotas and affirmative action in employment has had disappointing and negative results. He asserts that the Administration is not against desegregation, but will not deprive students of the benefits of attending schools in their own neighborhoods by insisting on a remedy that has proven ineffective; the Administration is not against affirmative action; however, it will not tolerate preferential selections that favor less qualified employees on the basis of their racial affiliation. (Author/MJL)

ED 212 709 UD 022 060

Brooks, Margaret G.

A Report on the 1981 Summer Program of the Atlanta Public Schools, 1980-81. Report No. 16-2.

Atlanta Public Schools, Ga.
Pub Date-Dec 81
Note-24p.
Pub Type- Numerical/Quantitative Data (110) · Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Compensatory Education, Elementary Secondary Education, *Enrichment Activities, Expenditures, Gifted, *Nontraditional Education, Recreational Programs, *Remedial Instruction, *School Community Programs, *Summer Programs, Urban Schools, *Vocational Education, Work Study Programs

This report discusses a number of academic and recreational activities carried out under the Atlanta Public Schools 1981 Summer Program. Included are summer high school courses, remedial programs, alternative and work study programs, enrichment activities, and community vocational and recreational programs for elementary, middle and high school students, and for adults. Each program is described in terms of location, student population, attendance, staff, grades, tuition, course content, and frequency of classes. Other information provided includes expenditures, summary observations on program operations, and recommendations calling for (1) continued efforts to improve attendance; (2) early planning for the remedial program; and (3) continuation of the summer community school programs, alternative, work/study, and enrichment programs. (MJL)

ED 212 207 HE 014 683

Habecker, Eugene B. Brown, John E., III

Government Financial Assistance, Religious Colleges, and the First Amendment: A Call for a New Constitutional Alliance.

Pub Date-Apr 81
Note-30p.; Paper presented at the Christian Legal Society's Freedom and Faith Institute (South Bend, IN April 23-26, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Freedom, *Church Related Colleges, Constitutional Law, Court Litigation, Federal Aid, *Financial Support, Government School Relationship, Higher Education, Institutional Autonomy, *Legal Problems, *Private School Aid, Religion, *Religious Education, State Aid, *State Church Separation, Student Financial Aid

Legal issues involved when a religious college accepts government financial assistance and potential legal strategies that the religious colleges might use to support receipt of such assistance are considered. In order to receive government benefits, the private religious college may be placed in the position of having to prove itself predominantly secular rather than sectarian, humanistic rather than theistic. A historical strategy entails reversing earlier pronouncements regarding the doctrine of the separation of church and state. Another tactic is the argument that secularism constitutes a new religion, if religion is viewed as a process of values and is the foundation on which many schools operate. However, courts appear to assume that state universities and other nonreligious'' colleges are neutral and therefore qualify for government funds. It is suggested that giving equal treatment to all religions, including secular humanism, under the Free Exercise Clause might result in a new constitutional view of the proper relationship between church and state. According to an academic/religious freedom strategy, a teacher who teaches within the context of given religious'' presuppositions but who also presented competing theories, may claim judicial protection for himself as well as for the institutions (so no loss of funds would be necessary). The fourth strategy, the Tennessee Student Benefit Strategy, involves a new delivery system of financial aid to students, whereby the aid program focuses on the student rather than on the institution. The schools are free to compete for the students who have money provided by the program. (SW)

ED 212 224 HE 014 712

Andrew, Loyd D. And Others

Who Uses Higher Education General Information Survey (HEGIS) Data for What Purposes.

Pub Date-28 Oct 81
Note-29p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 28-30, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Computer Oriented Programs, Databases, *Data Collection, Educational Research, Federal Programs, *Higher Education, *Information Dissemination, *Information Needs, Information Systems, Information Utilization, Literature Reviews, Program Evaluation, Publications, *Statistical Surveys, *User Satisfaction (Information)
Identifiers-*Higher Education General Information Survey, National Center for Education Statistics

Results of the National Center for Education Statistics' (NCES) evaluation of its collection of data for the Higher Education General Information Survey (HEGIS) are examined. Concerns regarding accuracy, timeliness, and uses of HEGIS data collection are addressed. To review the literature of higher education and publications concerned with some aspect of the impact of higher education on American society, a conventional review was conducted to determine trends in uses of the data, and a statistical sample of the appropriate literature was drawn to determine the level of use. More than 70 interviews were conducted with different types of users and contributers to HEGIS. Additionally, a sample of states and institutions within those states, and a second sample drawn from the log of purchasers of HEGIS data, also were surveyed. The findings suggest that the major impediments to the users of HEGIS data are lack of timely release, lack of knowledge about the availability of the data except among a small coterie of users, and start-up costs for new users of HEGIS computer tape files. It is recommended that NCES should give high priority to collecting and/or disseminating more data for evaluating the impact of financial aid programs and for developing policy in this area. Additional recommendations include: universe data should continue to be collected; data should continue to be collected yearly; the collection and dissemination of facility and library data should be scheduled regularly; provision should be made for including data from the tardy institutions both in hard copy publications and machine data files; and the NCES should give increased attention to improving the dissemination of HEGIS data. Data are presented that indicate the percentage of higher education publications that use HEGIS data for various purposes. (SW)

ED 212 241 HE 014 750

von Zur-Muehlen, Max

Foreign Academics at Canadian Universities: A Statistical Perspective on New Appointments During the Seventies.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.
Pub Date-10 Dec 81
Note-64p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Rank (Professional), *Citizenship, *College Faculty, *Foreign Countries, *Foreign Nationals, *Full Time Faculty, Geographic Distribution, Higher Education, Indigenous Personnel, Intellectual Disciplines, Place of Residence, *Teacher Recruitment, Teacher Selection, Teacher Supply and Demand, Trend Analysis
Identifiers-*Canada

The citizenship status of full-time teachers at Canadian universities, with emphasis on faculty appointed between 1977-78 and 1980-81, is examined in view of the May 1981 announcement of the Minister of Employment and Immigration that universities must advertise for Canadian faculty before looking abroad. In 1977-78, 75 percent of full-time university teachers were Canadian citizens. Eighty-one percent of the faculty in education, the health sciences, and engineering held Canadian citizenship, whereas for fine and applied arts, the percentage was 64 percent. In the other teaching fields, the percentage ranged from 70 to 75 percent. Between 1973-74 and 1980-81, two-thirds of the new appointees were Canadian citizens. This proportion had increased from 59 percent in 1972-73 to 74 percent in 1978-1979. The percentage of newly appointed faculty with U.S. or United Kingdom citizenship declined over the nine-year period, accounting for 27 percent in 1972-73 and 19 percent in 1980-81. Information is presented on citizenship by geographic area for new appointees in eight teaching fields from 1978-79 to 1980-81. The legal status (Canadian citizen, permanent resident, or employment permit-holder) of new appointments between 1977-78 and 1980-81 is presented for the five regions of Canada, including a breakdown between English-speaking and French-speaking Quebec universities. Information also is provided by academic rank, and details on previous employment by teaching field and academic rank is appended, along with an example of the demand/supply situation and implications for hiring. (SW)

ED 212 303 JC 810 246

A Development Program for Metropolitan Junior College, Kansas City. Volume One: Executive Summary.

Little (Arthur D.), Inc., San Francisco, Calif.
Spons Agency-Metropolitan Junior Coll. District, Kansas City, Mo.
Pub Date-May 68
Note-52p.; For related documents, see JC 810 247-248.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Campus Planning, *College Planning, Community Colleges, Economic Factors, Educational Demand, *Educational Facilities Planning, Educational Finance, Educational Needs, Educational Supply, Enrollment Projections, Facility Requirements, General Education, Labor Needs, Population Growth, Population Trends, School Expansion, Site Analysis, Site Selection, Student Personnel Services, Two Year Colleges, Urban Areas, *Urban Demography, Vocational Education
Identifiers-*Missouri (Kansas City)

This five-part report provides a summary of the findings and recommendations resulting from a study conducted to determine the most suitable sites for three Metropolitan Junior College (MJC) campuses and to formulate long-range plans for the development of a comprehensive institution. After presenting introductory material, Part I notes problems in the initial site selection for MJC campuses and offers conclusions regarding population growth, educational needs of the workforce, educational level of the population, recommended program offerings, and projected enrollment. Next, a series of recommendations are enumerated relating to site selection and development, financing, organization for development, and programs. Part II provides an economic and demographic profile of the Kansas City metropolitan area, examining economic growth potential, manpower requirements to 1975, population growth dynamics, and population projections. Enrollment demands for MJC are projected in terms of national trends and the educational needs and providers in the MJC service area in Part III. Part IV outlines an educational program for MJC, emphasizing basic principles for its success and improvements required in college-parallel and occupational education programs and in personnel services. Finally, Part V addresses considerations affecting location, location alternatives, site selection and evaluation, facility needs, development costs, financial resources, and operating requirements. (KL)

ED 212 321 JC 810 677

Duda, Thomas

A Descriptive Study of Student Recruitment Methodology Employed by Two-Year Non-Religiously Affiliated Post-Secondary Institutions in the United States.

Pub Date-Aug 81
Note-134p.; Ed. D. Dissertation, University of Sarasota.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Attitudes, Admissions Officers, *Advertising, Associate Degrees, Community Colleges, Comparative Analysis, Declining Enrollment, High Schools, Innovation, Literature Reviews, National Surveys, Private Colleges, Public Schools, Questionnaires, Research Needs, *Student Recruitment, Tables (Data), *Two Year Colleges
Identifiers-Educational Marketing

A nationwide survey of 1,084 nonreligiously affiliated colleges offering degrees that require at least two but less than four years of study was conducted to identify student recruitment and advertising practices. Respondents were asked to indicate: (1) which recruitment practices on a 40-item checklist were currently in use; (2) recruitment practices not appearing on the checklist; (3) the most valuable and least valuable recruiting methods; (4) methods of recruitment under study for future implementation; (5) advertising techniques used to promote programs; (6) whether the institution was experiencing declining enrollments; (7) the title of the person responsible for student recruitment; and (8) college employees who participate in student recruitment. Major findings, based on a 79.3% response rate, reveal that the colleges employed a total of 109 recruiting techniques (69 more than the 40 enumerated on the questionnaire checklist). The most commonly used techniques centered around visits and liaisons with high schools. Chapters in the survey report discuss assumptions and study limitations; review recruitment literature and the development of the questionnaire; and outline methodology, findings, conclusions, and recommendations for further research. Appendices provide the questionnaire and present tables itemizing responses and comparing them among private and public colleges. (JP)

ED 212 416 RC 013 148

Herrel, J.

Assessment of the School Career and Health Record for Children Attending School Abroad, 2nd Part. Preliminary Report for the European Commission.

Council for Cultural Cooperation, Strasbourg (France).

Spons Agency-Council of Europe, Strasbourg (France).

Pub Date-20 Jul 81

Note-18p.; For a related document, see RC 013 147. Paper copy not available due to publisher's preference. Included are appendices to the preliminary report on national experience acquired in the use of the school career and health record.

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Records, Data Collection, Elementary Secondary Education, Foreign Countries, *Foreign Students, Formative Evaluation, *Information Dissemination, *Migrant Children, Program Descriptions, Program Evaluation, Questionnaires, *Student Records

Identifiers-*Student Health Records

In a resolution, the Committee of Ministers recommended that governments of Council of Europe member states ask their countries' school authorites to use the school career and health record for children attending school abroad for a trial period and inform the Council of Europe Secretariat at the end of the trial period of their experience in using the record and of any changes to its contents which they considered necessary or desirable. These appendices to the preliminary report on national experience acquired in the use of the school career and health record comprise the second part of that report. Appendices I and II include the questionnaire sent to national administrations and a request for further information on the record. Appendix III contains a report of an evaluation survey on the use of the school career and health record as proposed by the Council of Europe. The report describes the introduction and distribution of the record by Belgium, Denmark, France, Federal Republic of Germany, United Kingdom, Ireland, Italy, Netherlands, and Luxembourg. Attention is given to the national organization, availability of the school record; method of distribution, presentation, guidance and advice; extent of use, specific transfer procedures; and position of the evaluation survey in the context of further planning. (CM)

ED 212 496 SE 036 245

Klein, Mary F. And Others

Logical Error Analysis and Construction of Tests to Diagnose Student Bugs'' in Addition and Subtraction of Fractions.

Illinois Univ., Urbana. Computer-Based Education Research Lab.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-CERL-RR-81-6
Pub Date-Nov 81
Grant-NIE-G-81-0002
Note-48p.; For related document, see SE 036 246.
Available from-Kikumi Tatsuoka, Computer-Based Education Research Lab., 252 Engineering Research Lab., 103 S. Mathews, Univ. of Illinois at Urbana, Urbana, IL 61801 (no price quoted).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Addition, Basic Skills, *Competence, *Computation, Educational Research, Elementary Secondary Education, *Error Patterns, Evaluation Methods, *Fractions, *Mathematics Education, Models, Problem Solving, Subtraction, *Test Construction, Testing
Identifiers-*Mathematics Education Research

This report illustrates a network of procedures which can be used to solve problems involving the addition and subtraction of fractions. This network, which is based on a skills hierarchy, is used to classify seven levels of student competency. The determination of student competency depends upon the careful construction of error-diagnostic tests. Several examples of student response patterns are used to illustrate a procedure to construct a few selected items for such a test so that it will have both content and construct validity. Similar examples of student misconceptions and incomplete knowledge are included to illustrate the difficulty/futility in using test scores to assess student performance. The report includes several lists of projected errors which are either predicted from the nodes of the procedural network or are based on classroom observations of junior high school students. These errors have been classified by the node best representing the misconception or incomplete information. Complete tests which were used to assess student knowledge have been included in the report. (Author)

ED 212 532 SO 013 832

Clark, Leon E., Ed.

The Rise of Nationalism: Freedom Regained. Through African Eyes: Cultures in Change, Unit V.

Center for International Training and Education, New York, N.Y.; Council on International and Public Affairs, New York, N.Y.

Pub Date-81

Note-139p.; Some photographs throughout the document may not reproduce well from EDRS in microfiche or paper copy. For related documents, see SO 013 828-833.

Available from-CITE Books, 777 United Nations Plaza, Suite 9-H, New York, NY 10017 ($5.95).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*African Culture, *African History, Area Studies, Foreign Countries, *Modern History, *Nationalism, *Primary Sources, Reading Materials, Secondary Education, *Social Change

Identifiers-*Africa

The exciting period after World War II, when independence movements developed and flourished throughout Africa is the topic of this book, fifth in a series dealing with African culture and intended for secondary level students. Almost all of the selections in the book were written by Africans and come from a variety of sources including autobiographies, novels and stories, newspaper accounts, speeches, official documents, and underground leaflets. The basic purpose of the book is to capture some of the feelings, aspirations, and experiences of black Africans and, by so doing, help the reader develop a sense of empathy and a feeling of identity with human begins everywhere, recognizing the common humanity that all men share. Discussion questions are provided for the selections. World War II is usually considered to be the great dividing line between the colonial period and the period of independence which is still unfolding in Africa. Prior to World War II, there were only three independent African states: Egypt, Ethiopia, and Liberia. Today, only 20 years later, there are 38. Some examples of reading selections follow. One short story tells about a young African who becomes aware of the injustice of racial discrimination and decides to do something about it. Another selection deals with the myth of the African child.'' The new politics of Nkrumah are described in one reading. The injustices that the Congolese suffered under Belgian rule are recalled in a speech by Patrice Lumumba. (Author/RM)

ED 212 588 SP 019 564

Tyack, David B. Strober, Myra H.

Women and Men in the Schools: A History of the Sexual Structuring of Educational Employment.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Grant-NIE-G-79-0020
Note-37p.
Pub Type- Historical Materials (060) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Standards, *Career Choice, Career Development, Educational Administration, Educational History, Elementary Secondary Education, *Employment Opportunities, *Females, *Males, Power Structure, *Public School Teachers, Rural Schools, Sex Differences, Social Behavior, Social Bias, Teacher Associations, Teacher Supply and Demand, *Teaching (Occupation), Urban Schools

In examining the sexual structuring of employment in public education from 1840 to 1980, the following social phenomenon are discussed: (1) socially accepted attitudes on the role of women in the early part of the nineteenth century; (2) the structure of schooling and cultural emphasis upon the ``natural'' abilities of women to instruct young children; (3) the emergence of male teachers, the reasons they were attracted to teaching, and the reasons they tended to move from teaching to either school administration or other careers; (4) the gradual shift from rural to urban schooling and its impact upon the roles of men and women in the schools; (5) the rationale for paying men teachers more than women teachers; (6) the organization of the school systems and the resemblance of these systems to concurrently rising industrial structures; (7) the impact of the patriarchal society of mid-nineteenth century American thinking and the resulting assumption that women teachers would follow the lead of male supervisors; (8) the differences in life style and behavior patterns imposed by society upon men and women; (9) the impact of World War II on opportunities for both sexes; (10) how shifting cultural values have changed role patterns for both sexes; and (11) the rise of teacher organizations and unions and how they are changing the power structure in education. (JD)

ED 212 627 SP 019 684

Weisbeck, Chrisanne Buchmann, Margret

Learning the Lessons of Experience: A Field Study in Teacher Education.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-IRT-RS-96
Pub Date-Sep 81
Contract-400-76-0012
Note-21p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education, Modeling (Psychology), Observational Learning, Preservice Teacher Education, *Role Models, Self Evaluation (Individuals), *Student Teacher Relationship, *Student Teachers, *Student Teaching, Teacher Behavior, *Teacher Educators, *Teacher Influence, Teaching Experience, Teaching Methods, Teaching Models

A study was conducted by a researcher who observed the mathematics education class and the field experiences of one preservice student teacher. The teacher educator and the target student were the key participants. The focus of the study was on the transition from student to teacher, and on the initial trials of being a teacher. Insights were found on what aspects of teacher education have the most influence on preservice teachers and what effects the teacher educator has on the intentions and actions of the preservice teacher during field experiences. It was observed that the teacher educator's method of teaching future teachers was consistent with his stated goals and beliefs about teaching children. It was also observed that the student teacher, during sessions with children, closely modeled her teaching professor. It was concluded that, in the transition from student to teacher, the student depended upon her professor for guidance and was fully aware of the fact. Discussion between the researcher and the student teacher reveals that participating in this study enabled the student to begin to acquire a reflective or inquiring stance, the capacity for informed and independent judgment, and a commitment to study and learn from experience. (JD)

ED 212 646 TM 810 946

Landon, Glenda L. Shirer, William
Program Intent Handbook.
Wisconsin School Evaluation Consortium, Madison.
Pub Date-81
Note-22p.; For related documents, see ED 210 286, ED 210 301, and ED 211 576.
Available from-Wisconsin School Evaluation Consortium, 409 Education, University of Wisconsin-Madison, Madison, WI 53706 ($150 per set including reproduction rights).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Development, Elementary Secondary Education, *Program Design, Program Development, School Districts, Self Evaluation (Groups), *Student Educational Objectives

The purpose of this handbook is to help program subcommittees in completing the first phase of the self-study, which is referred to as establishing program intent. Establishing program intent is trying to put in writing what it is the program is supposed to do for the students it is funded to serve. It does not replace curriculum development; creating written documents about how the program is going to be run including information about how to use materials, teaching strategies, course outlines, unit outlines, and the like will still be necessary work for staff to do. Program intent just tells what all those things are being used for. This handbook lays out some specific methods for doing that. It is designed to be used selectively, however, and contains four parts: (1) district philosophy, goals, and priorities; (2) a program mission statement (or program philosophy if that term conveys more); (3) a set of exit level learner expectations; and (4) a set of enabling level learner expectations. (Author/GK)

ED 212 729 UD 022 082

Clair, Mary H. And Others

Strand III: Social Conflicts. Multicultural Education. Grades 4-6.

Pomona Unified School District, Calif.

Pub Date-Aug 80

Note-72p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Conflict Resolution, Cultural Differences, Curriculum Guides, Elementary School Students, *Ethnocentrism, Intermediate Grades, *Multicultural Education, *Racial Bias, Racial Segregation, Social Bias, *Social Discrimination, *Stereotypes

This multicultural curriculum guide for grades four through six examines specific areas of social conflict (prejudice, discrimination, and segregation) and possible solutions based upon various problem solving and conflict management techniques. The guide consists of three curriculum units (pretests/posttests, preliminary activities, and social conflicts curriculum units) for each of three major objectives. The objectives are: (1) student recognition of forms of prejudice and discrimination; (2) student explanation of how forms of prejudice and discrimination can lead to segregation and social conflicts; and (3) student utilization of problem solving techniques. Separate directions for teacher and student are stated in the preliminary activities section and in the curriculum units. The curriculum units section describes sample teacher directed activities and individual student activities. Appendices include a glossary, bibliography, and etymological commentaries on the concepts of prejudice, discrimination, and segregation as well as strategies for dealing with confrontation. (JCD)

Baaklini, Soumaya

User Reaction to the Microfiche Catalog in the New York State Library.

Pub Date-80
Note-66p.; Thesis for the Certificate of Advanced Study, SUNY at Albany.
Pub Type- Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Analysis of Variance, Interaction, *Library Catalogs, Library Surveys, *Microfiche, State Libraries, *Success, *User Satisfaction (Information), Use Studies
Identifiers-*New York State Library, Pearson Product Moment Correlation

A survey was administered to users of the New York State Library's microfiche catalog to determine their success and satisfaction in using the catalog and to examine characteristics of successful and satisfied microfiche catalog users. Usable questionnaires were obtained from 280 catalog users. Responses to selected items were weighted and summed to produce a score for each respondent on five variables: (1) catalog usage, (2) library staff assistance, (3) satisfaction with and success in using microfiche readers, (4) success in finding entries, and (5) overall microfiche catalog satisfaction. Personal data were also gathered to assign respondents to appropriate age, sex, education, and occupation groups. Data analysis involved: tabulating responses by item for all groups combined; summarizing comments and suggestions separately for librarians, nonprofessional library workers, and patrons; evaluating by analysis of variance the differences among the various groups on the five variables mentioned above; and computing Pearson correlation coefficients to determine the relationships among the five variables. Findings indicated significant differences among the subgroups in catalog usage and in reader usage, except for male and female respondents, and no significant difference among the subgroups in finding entries. Five appendices, five tables, and 24 references are provided. (RBF)

ED 212 379 PS 012 648

Flagg, Barbara N. And Others
Pre-Reading and Pre-Science on Sesame Street.''
Harvard Univ., Cambridge, Mass. Center for Research in Children's Television.
Spons Agency-Children's Television Workshop, New York, N.Y.; Spencer Foundation, Chicago, Ill.
Pub Date-Sep 78
Note-68p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Attention, Childrens Television, *Comprehension, *Educational Television, Eye Movements, Material Development, Prereading Experience, *Preschool Children, Pretests Posttests, Science Instruction, Summative Evaluation, Television Research, *Television Viewing
Identifiers-Format Recognition, *Sesame Street

In the ninth season of the television program, Sesame Street,'' new pre-reading and pre-science segments were introduced to the show. This report evaluates these segments with regard to young children's visual attention and comprehension. The intent of the evaluation was to assess the effectiveness not only of individual segments but also of the production formats designed to meet pre-reading and pre-science curriculum goals. Twenty-one 4- and 5-year-old children of low-income, ethnically mixed families viewed 30 minutes of Sesame Street'' stimulus material. While each child watched the show, the child's eye movement path across the visual presentation was recorded. The children were questioned about the content of the segments before and after viewing the program. The pre-reading formats which were most effective in attention results were ones that used the segment characters in ways to attract attention to the print and to the process of reading from left to right. The pre-reading formats that were most effective in the comprehension results were ones that clearly linked the sounds with the symbols and the symbols with meaning. The pre-science segments presented appropriate scientific content, but their format designs were not effective in teaching the material. The information was not structured enough in the presentation for the children to comprehend the message. Descriptions of Sesame Street'' pre-reading and pre-science segments and researchers' reactions prior to data collection are provided in Appendix A. A copy of the letter sent to subjects' parents, and pretest and posttest data are included in Appendices B and C respectively. (Author/MP)

ED 212 453 RC 013 190

Migrant Education: The Politics of Building an Education System.
National Education Association, Washington, D.C. Div. of Instruction and Professional Development.
Pub Date Dec 81
Note-23p.; Paper copy not available due to publisher preference.
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agency Cooperation, Coordination, *Educational Development, Educational History, *Educational Legislation, *Educational Policy, Elementary Secondary Education, Federal State Relationship, Government School Relationship, Lobbying, *[illegible]rant Education, Migration, *Political Influences, Politic[illegible]rogram Administration, Student Mobility, Student Records
Identifiers-*Elementary Secondary Education Act Title I

Focusing on the roles of organized interest groups and cooperative alliances in constructing a migrant/mobile education system, this paper analyzes the major policy struggles encountered in building the migrant education program during its first 14 years and points out the program's direction for future growth. After a discussion of the basic problems in migrant education, the paper focuses on the impact of various national religious groups, voluntary and professional organizations, and the farm lobby on the development and passage of migrant education legislation. The paper reviews some of the problems and challenges encountered in building an effective delivery system for migrant/mobile education, e.g., identification and recruitment of migrant students and program coordination and continuity. Next, there is a discussion of the struggle over policy control from 1966 to 1974 and the mobilization of support from sources both external and internal to government. The next section highlights the confrontations involving migrant education between 1975 and 1978. The conclusion points out that migrant education must now expand more vigorously into the secondary and postsecondary education fields and indicates the likely areas of confrontation. (CM)

ED 212 474 SE 036 084

You Can Count on Mathematics: Developing Awareness and Mastery. Parent Participation - A Formula for Success.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
Pub Date-Aug 81
Note-44p.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Basic Skills, Elementary Secondary Education, Instructional Materials, *Learning Activities, Mathematical Concepts, *Mathematics Education, Mathematics Instruction, *Parent Child Relationship, *Parent Participation, *Parent Student Relationship, Preschool Education, Reference Materials, Resource Materials
Identifiers-*Mathematics Skills

Designed to help parents teach their children some of the basic skills of mathematics, this guide provides numerous mathematics activities and suggests children's books that combine both mathematics and reading skills. It is felt that mathematics has a part in any occupation or hobby, and parents have a great deal of impact on children's mastery of this subject. The material is divided into sections that go from preschool through grade 2, grades 3 through 6, and grades 7 through 12. The document concludes with a brief bibliography of suggested resources for adults, and a summary that speaks of parents as valuable resources for their child's classroom teacher. The view expressed is that parents who create a positive home environment, remain aware of their child's interests, communicate and share with their children, will also share in the growth, success, and progress their child experiences. (MP)

ED 212 609 SP 019 626

Vars, Gordon, Ed. Larson, Craig, Ed.
Core Today! Rationale and Implications. Revised Edition.
National Association for Core Curriculum, Inc., Kent, Ohio.
Pub Date-80
Note-18p.
Available from-National Association for Core Curriculum, Inc., 407D White Hall, Kent State University, Kent, OH 44242 ($0.50).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiovisual Aids, Classroom Techniques, *Core Curriculum, Course Organization, Curriculum Development, Educational Objectives, *Educational Philosophy, Elementary Secondary Education, *Flexible Scheduling, *General Education, *Interdisciplinary Approach, Student Interests, Teacher Role, *Teaching Methods
Identifiers-*National Association for Core Curriculum

This pamphlet is designed to help educators apply the core concept to current problems and situations in educational settings. The preface establishes the position of the National Association for Core Curriculum. A definition of the core curriculum concept is stated in the introduction. Ten assumptions and beliefs on which the core concept is based are listed along with their implications for core programs. The ten areas involve: (1) student interests and needs; (2) experiential learning and behavior change; (3) individualism of students; (4) decision making skills; (5) various skills needed for life-long learning; (6) integration of learning and experiences; (7) time allocations for classroom activities; (8) teacher's role; (9) the teacher function of guidance; and (10) involvement of all concerned parties in education. Implementation procedures are suggested as guidelines to be used for moving from a traditional to a core program. Descriptions are offered of films, a filmstrip, and a slide-tape presentation on core procedures. Eleven videotapes on core teaching are also listed along with cost and ordering information. (FG)

ED 212 260 IR 009 966

Broadbent, Marianne, Ed.

Sharing Todays Resources Meeting Tomorrows Needs. Papers, Workshop Reports and Associated Material Presented at the Seminar on Resources Coordination and Librarians' Groups: An Information Exchange Day (Sydney, Australia, July 26, 1980).

Library Association of Australia, Sydney.

Report No.-ISBN-0909915-79-2

Pub Date-80

Note-152p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Administrative Policy, Elementary Secondary Education, Foreign Countries, Information Services, Library Associations, *Library Cooperation, *Library Networks, *Library Services, Library Surveys, Public Libraries, *Regional Cooperation, Resource Centers, *School Libraries

Identifiers-*Australia

This booklet brings together papers, reports, and associated material from the seminar on school library resource coordination and librarians' groups in New South Wales held at Summer Hill Public School in Sydney. The collection includes a general introduction to the scope and goals of the seminar; a list of seminar speakers; papers on cooperative activities among school libraries in the Western, North Shore, Manly-Warringah, and North Sydney areas of New South Wales; a brief paper on the Northern Interlibrary Cooperation Scheme (NICS); and a list of problems in library cooperation, along with a group of solutions to these problems suggested during seminar workshops. Also included are reports on resource coordination in the South Coast region, guidelines adopted for resource sharing in the Metropolitan Coast region, accounts of developments in school library cooperation in all 11 regions of New South Wales in 1980, a list of Australian School Commission grants available to facilitate library resource sharing projects in schools, lists of seminar participants and regional consultants for 1980, and a bibliography. The seven appendices include the NICS Constitution and an essay on school libraries and networking. (JL)

ED 212 340 JC 820 057

Survey of School Leavers in the Rotorua/Eastern Bay of Plenty Area, 1975-1977.

New Zealand Dept. of Education, Wellington.
Pub Date-79
Note-183p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Age, College Planning, *Dropout Characteristics, Dropouts, *Employment Patterns, Ethnic Groups, Females, Followup Studies, *High School Students, Males, *Migration, Secondary Education, *Student Characteristics, Student Educational Objectives, *Work Attitudes
Identifiers-Maori (People), *New Zealand, Pakehas (People)

The surveys described in this report were conducted to provide information needed for the planning of a community college in the Taupo/Tokoroa/Eastern Bay of Plenty Area. As noted in Chapter I, three surveys were conducted: (1) a survey of fifth, sixth, and seventh form pupils to gather information on their characteristics, plans, and geographic mobility influences; (2) a survey of school leavers to gather data on characteristics, educational and career plans, reasons for leaving school, and geographic mobility; and (3) a follow-up study of the school leavers one year after they left school to determine their subsequent activities. The next 12 chapters provide survey data, in many cases broken down by student age, sex, ethnic group, and socioeconomic status. Chapter II looks at the basic characteristics of the students when they left school. Chapter III considers students' reasons for leaving school. Chapter IV examines students' first activities upon leaving school. Chapter V focuses on reasons for choosing their employment destination. Chapter VI considers students' length of time in and reasons for discontinuing their first activity upon leaving school. Chapter VII focuses on those who took a temporary job after leaving school. Chapter VIII looks at student activities one year after leaving school. Chapter IX investigates the characteristics of respondents' present jobs. Chapters X, XI, and XII look into factors related to job stability, unemployment, and geographic mobility. Chapter XIII contrasts student plans and actual activities. Questionnaires are appended. (KL)

ED 212 360 PS 012 619

Young, Barbara W.

Identification of the Critical Behaviors for the Child Development Associate, Competency Areas I, III and V, Based on a Comprehensive Model of Competence for the Brevard Community College Training Program.

Nova Univ., Fort Lauderdale, Fla.

Pub Date-Apr 80

Note-156p.; For related document, see PS 012 620. A companion major applied research project presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education.

Pub Type- Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Caregivers, *College Credits, Community Colleges, *Competency Based Teacher Education, *Criteria, Early Childhood Education, Literature Reviews, Postsecondary Education, Preschool Teachers, *Student Evaluation

Identifiers-*CDA, CDA Competency 1, CDA Competency 3, CDA Competency 5, Child Development Associate, *Cooperative Assessment of Experiential Learning

Behavioral criteria for (1) determining child development associate (CDA) trainee competency, (2) awarding college credit, and (3) designing individualized learning programs in CDA competency areas 1, 3, and 5 are provided in this report of an applied research project. Designed to interrelate CDA and Cooperative Assessment of Experiential Learning (CAEL) evaluation orientations, the behavioral criteria adopted are organized in terms of three levels of competency (knowledge, application, evaluation) in three skills areas (information, interpersonal, psychomotor). The lists of criteria are included in appended material. The major portion of the report consists of five chapters that present background information on Project Head Start and the CDA program; review literature relevant to CDA training and assessment; the CAEL program, and competency-based education; describe procedures and outcomes of the project; and provide discussions of issues, implications and recommendations. Additional related material is provided in appendices. (Author/RH)

ED 212 398 RC 013 130

Marshall, Terry

How to Write Proposals for State, Federal and Private Funds. Resources for Rural Development Series: Handbook No. 2.

Cornell Univ., Ithaca, N.Y. Dept. of Rural Sociology.

Spons Agency-Northeast Regional Center for Rural Development, Ithaca, N.Y.

Pub Date-May 77

Note-106p.; For related documents, see RC 013 129-131.

Available from-Northeast Regional Center for Rural Development, 293 Roberts Hall, Cornell Univ., Ithaca, NY 14853 ($1.50/set, $2.00/2 sets, $3.00/3 or more sets).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Community Development, Data Collection, Federal Aid, *Financial Support, Grants, *Grantsmanship, Information Sources, Needs Assessment, Private Financial Support, *Program Proposals, *Proposal Writing, Rural Areas, *Rural Development, State Aid

Second in a series of three developed to assist rural Americans interested in improving their communities to lock into outside resources for community betterment, this handbook concentrates on proposal writing and the grants process. Part I discusses the key points for proposal writing. These include identifying the process, identifying and documenting local needs, and researching potential funding sources. Part II discusses preparation, submission, and followup of the proposal process. It contains an in-depth discussion of the steps outlined in Part I. Part III discusses presentation and support of the proposal writer's idea and details the general major components of proposals. Part IV contains data on funding sources including foundation and grants sources and names of organizations with grants information and services. Appendices include information on available money, when to use a consultant, components of a good proposal, a brief alternative view of what a proposal is, and copies of the documents referred to in the main text of the handbook. (CM)

ED 212 435 RC 013 170

Randell, Shirley K.

The Disadvantaged Country Areas Program: A Program Designed to Increase Social and Educational Equity for Rural Children.

Pub Date-15 May 80
Note-22p.; A paper presented at the Annual Conference of the Australian College of Education (21st, Brisbane, Australia, May 15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, Catholic Schools, Communications, Community Involvement, Cooperative Programs, Curriculum Development, Delivery Systems, *Educational Improvement, *Educationally Disadvantaged, Education Work Relationship, Elementary Secondary Education, Equal Education, Foreign Countries, Government School Relationship, Program Costs, *Program Design, Program Effectiveness, Program Implementation, Public Schools, Rural Areas, *Rural Education, *Rural Youth, School Community Relationship, Social Isolation, Student Transportation
Identifiers-*Australia, Disadvantaged Country Areas Program (Australia), *Disadvantaged Schools Program (Australia)

The Schools Commission's Disadvantaged Country Areas Program, an important strategy in promoting social and educational equity for rural children in Australia, is the focus of this paper. After a brief consideration of the historical background of the establishment of the Disadvantaged Country Areas Program, the objectives and operation of the Program are discussed. Aspects of Program operation covered include selection of areas, funding, committee structure and functions, and processes established for the use of resources provided. Strategies for improving education for rural children are examined next. Projects described are concerned with transport and mobility, curriculum development, community enrichment, technology, school-work transition, upgrading facilities, and effective use of resources. Finally, some of the constraints and tensions governing progress in the Program are discussed in relation to possible directions for the future. Problems considered include school based versus shared area programs, school based versus community based programs, a rural'' curriculum versus a core curriculum, system support versus independent operation, pilot projects versus ongoing program, local projects versus research and development, and consultants and coordinators versus local development. (CM)

ED 212 515 SO 013 794

Boraks, Nancy Schumacher, Sally

Planning: A Qualitative Description, Analysis and Evaluation, Phase I, Commonwealth Studies Project.

Virginia Commonwealth Univ., Richmond.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Note-114p.; For related documents, see SO 013 795-796. Some pages may not reproduce clearly in microfiche due to smearing and broken ink throughout original document.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agency Cooperation, *Cooperative Planning, Coordination, *Curriculum Development, Educational Planning, Elementary Secondary Education, Field Tests, *Formative Evaluation, Grade 4, Grade 7, Institutional Cooperation, Interdisciplinary Approach, Material Development, Program Development, *Social Studies

Identifiers-Virginia

In 1978 the Commonwealth of Virginia initiated a three-year plan to develop basal fourth- and seventh-grade Virginia studies materials utilizing the resources of public and private institutions. The plan involved three stages: planning (1978-79), materials development (1979-80), and field testing and revision (1980-81). This document reviews the complex planning process of stage one. Chapter 1 reviews project goals, identifies the need for formative evaluation of materials and models used to develop a state-studies curriculum, and presents a conceptual framework and methodology for the evaluation. Chapter 2 explores the dynamics of interagency planning for curriculum development: it reviews the evolution of the director's role and the structural needs for coordinating work and mutual goal setting in an interagency project. Chapter 3 clarifies steps taken during stage one to insure that the final product would be congruent with project goals. It explores the evolution of the curriculum development process, including aspects of content, objectives, instructional strategies, and philosophy. Chapter 4 describes how a mechanism for obtaining public and private resources was developed. Chapter 5 gives conclusions and recommendations for future planning. (AV)

ED 212 551 SO 013 902

Proceedings of an African Symposium on the World of Work and the Protection of the Child (Yaounde, Cameroon, Africa, December 12-15, 1979.)
International Inst. for Labour Studies, Geneva (Switzerland).

Report No.-ISBN-92-9014-170-0
Pub Date-81
Note-139p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Career Education, Child Abuse, *Child Labor, Child Neglect, *Child Welfare, Employed Parents, Employment, Futures (of Society)
Identifiers-*Africa

This publication contains the working papers from a symposium in which Africans active in the field of child welfare and protection discussed the conditions under which children are raised and the impact that this has on their future labor force participation. While this symposium was limited to the African context, it is hoped that it will mark the commencement of a longer-term research and educational program on issues of special relevance to children everywhere. The four themes considered by the participants at the symposium were: (1) workers of the future: career guidance for children and the problems of child labor; (2) the protection of children from violence, abuse, bodily harm and neglect; (3) the role of nongovernmental organizations in child protection; and (4) measures for the protection and care of children whose parents are employed outside the home. In addition to the six working papers prepared on these themes, the publication also contains the framework paper and the report of the discussions. Recommendations are included. (Author/RM)

ED 212 570 SP 019 485

Mohr, Paul B., Sr.

Research Agenda for Teacher Education Black Perspective.

Pub Date-Jun 80
Note-11p.
Available from-Not available seperately, see SP 019 478.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Administrator Attitudes, Black Colleges, *Black Students, *Black Teachers, *Classroom Desegregation, Declining Enrollment, Educational Quality, Educational Research, Equal Education, Higher Education, Program Evaluation, *Research Needs, Student Evaluation, Teacher Education

Studies of teacher education programs in black colleges reveal that they have done a commendable job in the areas of individualizing instruction, evaluating students on performance, and field experience programs in the community. Declining enrollment, however, indicates that the black teacher is an endangered species. The urgent necessity of a black perspective for teacher education's research agenda is emphasized. A report is given of a study of the perspectives and perceptions of black administrators on the educational experiences of black children in desegregated classrooms. Responses indicated that desegregation had some negative effects on black administrators' jobs and that integration has had only a minimum positive effect on their role. Some respondents indicated that black children had a better self-concept in segregated black schools with black teachers, although some did feel that integration had helped the black child's self-concept. A majority of the administrators felt that white teachers had a negative effect on black students. Less than half of the group felt that learning situations had changed for the better for black students. However, the respondents felt that the education of black students has improved to some degree. In discussing the need for a black perspective in educational research, it is pointed out that findings, conclusions, and recommendations in studies tend to reflect the researcher's concerns, prejudices, biases, and beliefs. While black researchers are no different from whites in this regard, different preconceptions and perspectives are necessary to obtain some balance in educational research. (JD)

ED 212 667 TM 820 086

Grusky, Oscar

Contextual Factors Affecting Role Conflict and Ambiguity: A Study of School District Evaluation Unit Heads. Studies in Evaluation and Decision Making. Work Unit 1.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Contract-OB-NIE-G-78-0213
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role, *Ambiguity, Evaluators, *Organizational Climate, Research and Development Centers, *Research Directors, *Role Conflict, *School Districts

This exploratory study seeks to explain variation in conflict and ambiguity among a national sample of directors of school district research and evaluation units. The approach developed argues that variation in evaluation unit directors' role conflict and ambiguity is a function of both school district and evaluation unit characteristics, since both sets of organizational features influence the political/economic context within which the director must function. It is also argued that the social resource characteristics of the school district, that is, the external context within which evaluation units function, and the organization of the unit itself, are key sources of information about them, and particularly about the amount of conflict and ambiguity confronted by the directors. (Author/GK)

ED 212 689 UD 021 681

Edmonds, Ronald R.

Search for Effective Schools.

Spons Agency-Horace Mann Learning Center (ED), Washington, D.C.
Pub Date-12 Jun 80
Note-21p.; Paper presented at the Strategies for Urban School Improvement Workshop Series (Washington, DC, June 12, 1980). For related documents, see ED 142 610 and ED 170 396.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Standards, Administrator Role, *Educational Environment, *Educational Improvement, Elementary Secondary Education, Family Characteristics, Family Influence, *Instructional Improvement, *Low Achievement, *Teacher Attitudes, Urban Schools
Identifiers-*New York City Board of Education, New York School Improvement Project, School Effectiveness

This paper is one of a series on strategies for urban school improvement, which examines the interaction between pupil performance and family background. Instructional leadership, instructional emphasis, school climate, and teacher expectation are identified as factors which contribute to major differences in achievement levels among schools. Discussed are various reform initiatives and the formation of a promotional policy for the New York City Public School System. Implications for school reform are said to be based upon the following premises: (1) that all children are educable; (2) that the child's achievement potential derives from the nature of the school rather than the family background or neighborhood; and (3) children who experience little success initially in school become progressively less successful at each succeeding level of schooling. (JCD)

ED 212 710 UD 022 063

Epstein, Joyce L.

Secondary School Environments and Student Outcomes: A Review and Annotated Bibliography.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (ED), Washington, D.C.; Research for Better Schools, Inc., Philadelphia, Pa.

Report No.-CSOS-R-315

Pub Date-Oct 81

Contract-NIE-G-80-0113

Note-66p.; Prepared for the Urban Development Program.

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adolescents, Annotated Bibliographies, *Change Strategies, *Educational Environment, Literature Reviews, *Outcomes of Education, Secondary Education, *Secondary Schools, *Student Alienation, Student Attitudes, Student Behavior, Urban Schools

This report reviews the research on school and classroom environments, discusses the implications of such research for the design and evaluation of secondary school programs, and provides an annotated bibliography of the relevant literature. Topics discussed in the review include: (1) the semantics of school environment research; (2) the structural basis for concepts of multiple environments in schools; (3) the relationship between environments and educational outcomes; (4) the relationship of adolescent attitudes and behavior to educational environments; (5) the importance of extending urban secondary school reforms into the community; and (6) new knowledge and issues addressed in the 1970s that suggest directions for secondary school reform. The attached annotated bibliography provides approximately forty citations of published works that deal with plans for reform and research of urban secondary school and classroom environments and their effects on students. (Author/GC)

ED 212 730 UD 022 083

Bossone, Richard M., Ed.

The Conference of the University/Urban Schools National Task Force: What Works in Urban Schools. Proceedings (1st, New Orleans, Louisiana, October 23-24, 1981).

City Univ. of New York, N.Y. Center for Advanced Study in Education.
Report No.-CASE-01-82
Pub Date-82
Note-136p.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Achievement Gains, *Diagnostic Teaching, Elementary Secondary Education, *Improvement Programs, *Individualized Instruction, *Mastery Learning, Minority Groups, Program Descriptions, Program Effectiveness, Program Evaluation, Public Schools, Teacher Role, *Urban Schools
Identifiers-*New York City Board of Education, Philadelphia School District PA, *San Diego Unified School District CA

These proceedings contain three reports of improvement programs designed to help students to succeed in large urban school systems. In the first report, the Achievement Goals Program'' (AGP) is described as a highly structured, objective based instructional program in reading and mathematics carried out for the purpose of reducing racial isolation in San Diego, California, public schools. The design, instructional techniques and activities of the program, which includes grades K-6, as well as student achievement data are discussed. The second report examines the objectives and strategies of various New York City school improvement programs. Areas considered include administrative style, school climate, teacher expectations, and assessment procedures. Also discussed is the promotional policy of the New York City school system, as implemented in exemplary reading, mathematics and writing programs. The third report describes the objectives, rationale, and outcomes of Mission Excellence,'' a diagnostic-perscriptive approach to individualized instruction carried out in Philadelphia, Pennsylvania public secondary schools. Criteria that will be used to evaluate this program are also discussed, as are guidelines for implementing such an approach. (JCD)

ED 212 304 JC 810 247

A Development Program for Metropolitan Junior College, Kansas City. Volume Two: Guidelines for Developing Metropolitan Junior College.

Little (Arthur D.), Inc., San Francisco, Calif.
Spons Agency-Metropolitan Junior Coll. District, Kansas City, Mo.
Pub Date-May 68
Note-95p.; For related documents, see JC 810 246-248.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-College Role, *Community Colleges, *Curriculum Development, Educational Needs, Employment Opportunities, *Enrollment Projections, Enrollment Trends, Labor Needs, Postsecondary Education, State Surveys, Student Personnel Services, Transfer Programs, Two Year Colleges, Two Year College Students, Vocational Education
Identifiers-*Missouri

This four-part report provides guidelines and recommendations for the expansion of Metropolitan Junior College (MJC). Part I begins with projections of national social and technological changes anticipated through the year 2000, cites currently changing labor force requirements, and examines the role of education in a technological era. Next, the spectrum of middle manpower occupations (i.e., jobs with a balanced cognitive-manipulative content) is explored. Following the presentation of a taxonomy of higher education institutions, the emergence, role, purposes, and levels of instruction of the community college are considered. Part II provides enrollment projections for MJC, considering national trends in college attendance, characteristics of junior college students, college enrollment trends in Missouri, and 1961-1968 enrollment at Metropolitan Junior College. This section also includes a detailed explanation of the projections' framework. MJC's educational program is discussed in Part III, which focuses on basic principles in developing community college programs; program needs in the college-parallel, liberal arts, and academic program and in occupational programs. Part III also forecasts probable enrollment in occupational programs and suggests improvements in student personnel services. Part IV presents a detail curriculum planning process which involves campus specialization and differentiation of function and provides a sequence and schedule for the development process. (KL)

Hoffman, Margaret Gross
Community Service through a Community College Community Center.
Allegheny County Community Coll., West Mifflin, Pa. South Campus.
Pub Date-Nov 81
Note-16p.
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Programs, *Community Centers, Community Colleges, *Community Services, Community Surveys, Needs Assessment, Questionnaires, *School Community Relationship, Surveys, Two Year Colleges

Information is provided to document the need and possible uses for a community center at the Community College of Allegheny County (CCAC). The paper describes a community center as a multi-purpose facility planned and administered cooperatively by the college and community to provide recreational and educational services for the constituencies the college serves. After making an argument for the appropriateness of such a center at CCAC, the paper identifies institutions supporting outreach through facilities open to the community and the benefits and characteristics of these facilities. Next, a survey conducted at the 32nd National Conference of the American Association of Higher Education Marketplace is described. The paper indicates that the 1977 study sought to obtain input on the underlying needs for services, programs, and facilities which might be provided by a community center. Responses from 168 educators indicated that the most needed facilities were community meeting rooms, classrooms, centers for information and referral services, and library and physical activity facilities; and that counseling services, personal enrichment programs, classes, workshops, and vocational courses were the most appropriate programs and services. The paper then describes a second survey conducted to determine the needs of residents of CCAC's service area, noting that responses from 1,700 residents revealed needs including facilities for physical activities, cultural enrichment programs, and counseling services. The questionnaires are appended. (HB)

ED 212 533 SO 013 833

Clark, Leon E., Ed.

The Colonial Experience: An Inside View. Through African Eyes: Cultures in Change, Unit IV.

Center for International Training and Education, New York, N.Y.; Council on International and Public Affairs, New York, N.Y.
Pub Date-70
Note-132p.; Some photographs throughout the document may not reproduce well from EDRS in microfiche or paper copy. For related documents, see SO 013 828-832.
Available from-CITE Books, 777 United Nations Plaza, Suite 9-H, New York, NY 10017 ($5.95).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*African Culture, Area Studies, *Black Studies, *Colonialism, Foreign Countries, *Primary Sources, Reading Materials, Secondary Education, *Social Change
Identifiers-*Africa, Europe

Fourth in a series of six dealing with African culture and intended for secondary level students, this book deals with the major effects of European colonialism on African life as seen by Africans. All of the selections in this volume were written by Africans and come from a variety of sources including autobiographies, novels, poems, newspaper articles, and historical documents. The basic purpose of the book is to capture some of the feelings, aspirations, and experiences of black Africans and, by so doing, help the reader develop a sense of empathy and a feeling of identity with human beings everywhere, recognizing the common humanity that all men share. Discussion questions are provided for the selections. The selections in this volume examine the social, political, economic, and cultural conflicts that resulted from foreign control. The period under consideration runs from approximately 1885 to the end of World War II. The reading selections are varied. Some examples follow. The first selection tells how one African chief reacted to seeing a white man for the first time. In two selections, Henry Stanley, the famous American journalist and explorer, explains how he was welcomed by Africans while exploring the Congo River in the early 1870's and then the African chief Mojimba, who led the welcoming party for Stanley, describes how he perceived the encounter. Chief Kabongo of the Kikuyu tribe of Kenya describes what happened to his people when the Europeans took control of Kikuyu land in another selection. (Author/RM)

ED 212 589 SP 019 576

Denton, Jon J. Kazimi, Ebrahim

Relations Among Final Supervisor Skill Ratings of Student Teachers and Cognitive Attainment Values of Learners Taught by Student Teachers.

Pub Date-Feb 82

Note-11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 11-13, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Cooperating Teachers, Educational Quality, *Evaluation Criteria, Formative Evaluation, Higher Education, Preservice Teacher Education, Secondary Education, *Student Teachers, *Student Teacher Supervisors, Student Teaching, Summative Evaluation, *Teacher Effectiveness, *Teacher Evaluation

University supervisors' evaluations of student teachers were assessed to determine if the cognitive attainment of pupils taught by the student teachers was a rating factor. The sample consisted of 82 secondary level student teachers participating in a competency based teacher education program. Data collected for the study included a summary evaluation instrument, developed by the student teachers, to ascertain their pupils' academic achievement levels. The student teacher supervisors recorded their ratings of student teachers' instructional effectiveness on an evaluation profile scale consisting of 20 instructional skills and eight personal competencies. Final ratings were obtained from a three-way conference among the student teacher, the university supervisor, and the cooperating teacher. Only four of the 28 ratings areas were found to relate significantly to learner achievement: (1) developing lesson plans; (2) using different levels of classroom questions; (3) performance while student teaching two-week units; and (4) personal energy level. These findings have implications for student teacher evaluation procedures, since they refute the assumption that high student teacher ratings by their supervisors is related to high learner achievement. (FG)

Morland, Richard B.
SPSS Beginner's Handbook for the Interactive Computer.
Pub Date-Sep 81
Note-17p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Programs, *Data Processing, Programing Languages, Research Tools, Statistical Analysis
Identifiers-*Interactive Computer Systems, *Statistical Package for the Social Sciences

This handbook lists step-by-step the procedures for making Statistical Package for the Social Sciences (SPSS) runs on the interactive computer. The programs follow the Loma Linda University Revision 2.1 as adapted for the Data General Eclipse Systems. The four-step process includes instructions for developing the codebook, building the data and command files in LINEDIT, and transferring the files to the SPSS disk. Two examples of common programs are presented. The first explains the procedures for the statistical analysis of survey data, while the second program gives the commands for deriving the statistical components of the regression equation for a predictive study. (Author/CE)

ED 212 208 HE 014 684

Habecker, Eugene B.

A Systematic Approach to the Study of Benefits and Detriments of Tenure in American Higher Education: An Analysis of the Evidence.

Pub Date-Nov 81
Note-66p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age Differences, Collective Bargaining, *College Faculty, Comparative Analysis, Educational History, Faculty College Relationship, Faculty Promotion, Higher Education, *Job Satisfaction, Private Colleges, *Productivity, Rewards, State Colleges, *Teacher Effectiveness, *Teacher Motivation, *Tenure

Evidence concerning tenure as found in a review of the literature of more than 200 sources is examined. After addressing the tenure process, typology, history, the involvement of the American Association of University Professors, and current legal perspectives, the various alternatives to tenure are considered. The following systemic institutional variables are analyzed in relation to institutional type, to determine their relationship to tenure: teaching effectiveness, rewards and motivation, productivity and aging, collective bargaining, and promotion. It is concluded that there is not evidence to suggest that alternatives to tenure have improved faculty morale, productivity, institutional personnel flexibility, teaching, job security motivation, or led to decreased litigation or overall improved institutional effectiveness, however defined. Additional findings from the literature include: where differences between tenured and nontenured teachers have been found, tenured teachers have usually been rated as more effective than nontenured teachers; it appears that tenured teachers express higher levels of job satisfaction than do nontenured teachers; tenured faculty are not less productive after they achieve tenure, and productivity does not necessarily decrease with advanced age; tenured faculty favor collective bargaining less than nontenured faculty, although the more recent studies seem to find no difference between the groups; and it does not appear that collective bargaining has adverse effects on academic freedom and tenure. It is concluded that there is ample evidence to refute the view that tenured professors are ineffective teachers, or that teachers become unproductive and incompetent after tenure is awarded. Bibliographies are included. (SW)

ED 212 225 HE 014 715

Getting into College. Options in Education Takes Listeners to the Core of the Issues. Program No. 307-308.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency-Corporation for Public Broadcasting, Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.-OE-810420-T

Pub Date-81

Note-26p.; National Public Radio transcripts.

Available from-Options in Education, 2025 M Street, N.W., Washington, DC 20036.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Standards, Access to Education, Administrator Attitudes, *Admission Criteria, *Admissions Officers, *College Admission, *College Applicants, *Competitive Selection, Decision Making, Higher Education, Selective Admission, Student Attitudes, Talent

Identifiers-*Dartmouth College NH

The admissions decision-making process at Dartmouth College is described in transcriptions of National Public Radio broadcasts. Applicants who are accepted have to be approved at Round Table, where their cases are considered for 30 days by 13 admission officers. These Round Table discussions of specific applicants, whose identities are concealed, are presented to illustrate the deliberations. Additionally, conversations with admissions officers and a candidate provide further perspectives. More than 8,000 high school seniors applied to Dartmouth, and only 1,800 were accepted. Each application, at least 13 pages with four essay questions, is read by three admissions officers. Three yes'' votes generally mean the candidate is accepted, while three no'' votes mean rejection. About 500 get accepted that way, and 1,000 places are filled at Round Table. Through this process, students are assigned an academic rating and a personal rating. Dartmouth trains and uses 2,700 volunteer alumni to interview candidates, some of whom get flags for a special talent or commitment. At Round Table the presenting officer serves as advocate and tries to get the candidate voted into the highest possible Drawer (1, 2, or 3). Typically, the committee spent five to 12 minutes on each candidate before voting. The committee looks for a student who can handle the academic curriculum at Dartmouth but who also will be able to contribute in some area. They may pursue a particular interest or activity in depth. Special considerations, like athletic ability or race, also are addressed, and the admissions procedures of schools like Harvard and Yale are briefly noted. (SW)

ED 212 242 HE 014 754

Brady-Ciampa, Bartholomew

General Education in Transition: The Partially-Sighted Leading the Blind.

Pub Date-Nov 81
Note-86p.; Paper presented at the Annual Meeting on Education Issues and Research (3rd, Columbia, SC, November 6-7, 1981). Not available in paper copy due to marginal legibility of original.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavioral Objectives, Cognitive Ability, College Students, *Communication Skills, *Critical Thinking, *Curriculum Evaluation, Data Collection, Educational Objectives, Enrollment Trends, *General Education, Higher Education, Logical Thinking, State Colleges, *Student Evaluation, Synthesis
Identifiers-*Wayne State College NE

Information is presented on a federally-funded project at Wayne State College, Nebraska, which was designed to examine general education and the extent to which the critical thinking skills of communicating, quantifying, analyzing, and synthesizing are being promoted. The project is described in relation to five stages, the specific chronology of events, and critical incidents. Additionally, definitions, desired student achievements, performance level criteria, and data for each of the four skill areas are presented, along with forms that were used during the general education data-gathering process. The primary concern of the project was to address institution-specific outcomes within the parameters of Wayne State College's general education program. General education programs statistics were gathered, including: overall enrollment statistics on statistics by division and semester; overall student-credit-hour production and production by semester for the previous three years; and undergraduate student-credit-hour production by division and semester. Student performance in selected general education courses and course syllabi were evaluated. Student performance was evaluated by both quantitative and qualitative criteria. The overall effort involved specifying where and to what extent each skill is being promoted in each academic division; specifying appropriate measures for each skill area; and implementing an administrative structure to carry out the evaluation plan. (SW)

ED 212 284 IR 009 991

Library Access for the Handicapped. A Guide to Materials, Services and Physical Accessibility of Public and Academic Libraries in the New York Metropolitan Area.

New York Metropolitan Reference and Research Library Agency, N.Y.

Report No.-METRO-MP-20

Pub Date-Dec 79

Note-94p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Libraries, *Accessibility (for Disabled), Blindness, *Library Materials, *Library Services, Physical Disabilities, *Public Libraries

Identifiers-*New York (New York)

This directory of facilities and services offered to the physically handicapped and the blind by public and academic libraries in the New York metropolitan area lists libraries in both New York State and New Jersey. The first of two sections lists public libraries alphabetically by town, first in New Jersey and then in New York. The second section lists community and junior colleges, colleges and universities alphabetically by name of the institution in two separate alphabetical sequences for New Jersey and New York. Information provided for all entries in the directory includes the name of the library, its location, special equipment provided for the handicapped, accessibility of the library to the handicapped, and the name of the person to contact for more information. A list of private agencies providing library services for the blind in the New York metropolitan area is also included. (JL)

ED 212 417 RC 013 149

Steward, Katy Jo
The Indian Child Welfare Act.
Indian Centers, Inc., Los Angeles, Calif.
Pub Date-Feb 81
Note-13p.; Revised.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adopted Children, *Adoption, American Indian Culture, *American Indians, *Child Advocacy, Child Welfare, Court Litigation, Federal Indian Relationship, Federal Legislation, Foster Family, *Foster Homes, *State Courts, Tribal Sovereignty, Tribes
Identifiers-*Indian Child Welfare Act 1978, Parent Rights, Tribal Courts, Tribal Jurisdiction

The Indian Child Welfare Act of 1978 (I.C.W.A.) is federal legislation which preempts state law whenever Indian children may be removed from their families. The I.C.W.A. permits Indian tribal courts to decide the future of Indian children, establishes minimum federal standards for removal of Indian children from their families, requires that children removed from their homes be placed with Indian families to protect the continued integrity of Indian culture, and controls all state foster care and adoptive proceedings. For the act to apply, children must be unmarried, under age 18, and members of an Indian tribe or eligible for membership. The act covers foster care, termination of parental rights, pre-adoption proceedings, and adoption proceedings. Two jurisdictional sections grant exclusive or concurrent jurisdiction depending on the domicile of the parent. If it is decided that the child will remain under the state court, the court must meet established minimum federal requirements. If it is determined the child will be placed in foster care or adopted, the child must be placed in a home according to a set order of preferences. For foster care, these are: (1) with the child's extended family; (2) in a foster home licensed/approved by an Indian tribe; (3) in an Indian foster home licensed by a non-Indian authority; (4) in an institution operated by the tribe or Indian organization. Order of preference for adoption is with: the extended family; a member of the child's tribe; other Indian families. (CM)

ED 212 454 RC 013 191

Blomstedt, Robert Tinajero, Josefina
A Management Engineered System for Bilingual Instruction.
Pub Date-81
Note-10p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Educational Philosophy, Elementary Education, Individual Instruction, Language Dominance, Language Proficiency, Learning Activities, *Management Systems, *Models, *Program Design, Program Implementation, Self Actualization, *Student Evaluation, Teacher Education, *Teacher Improvement
Identifiers-*Management Engineered Teacher Education

The model shows how the essential components of a bilingual instructional setting can be interwoven with the concepts espoused in Management Engineered Teacher Education to provide a systems example that is adaptable to any classroom by the bilingual teacher. Implementation of the system begins with an assessment of the child's language proficiency and language dominance and entails flexible grouping of children based on language dominance and proficiency, mathematics and reading readiness skills, and particular skill needs in any area of the curriculum. Whole class activities include instructional activities in music, art, library, recess, role playing, film viewing, field trips, story telling, and cultural awareness. These activities are teacher and student directed. The system also includes individual instruction through both structured and unstructured activities. Unstructured activities provide for personal child interests, creativity, and cognitive stimulation. Structured activities are carried out through individual student contracting. The system requires both cumulative and summative student evaluation; reflects the needs and interests of children; meets the needs of and reflects the educational philosophy of the teacher; and is in compliance with state, local, and federal regulations for bilingual education. The ultimate goal is self-actualization for both teacher and child. (CM)

ED 212 475 SE 036 085

The Language of Mathematics, Grades 6-12.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
Pub Date- 81
Note-13p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Content Area Reading, Elementary Secondary Education, *Inservice Teacher Education, Language Arts, Learning Theories, *Mathematical Vocabulary, *Mathematics Education, *Mathematics Instruction, *Problem Solving, *Symbols (Mathematics), Teacher Education, Teaching Methods

A brief overview of the language of mathematics is presented, with specific attention given to its structure and facility. It is felt that professional discretion has to be exercised as to which elements of the material are acceptable for student use. However, it is viewed as essential that teachers be exposed to the structure in order to deal more proficiently with pupils' apparent inability to understand. Five parts of mathematical speech are noted: (1) Number Symbols, (2) Operation Symbols, (3) Relation Symbols, (4) Grouping Symbols, and (5) Placeholder Symbols. The nature of mathematical expressions, which pull together symbols in meaningful combinations, is discussed. The translation of expression from mathematics to English is reviewed. It is felt that understanding this translation process will help students be better prepared for analysis in problem-solving situations, and avoid defeat at the hands of story problems. (MP)

ED 212 497 SE 036 246

Tatsuoka, Kikumi K. Tatsuoka, Maurice M.
Item Analysis of Tests Designed for Diagnosing Bugs: Item Relational Structure Analysis Method.
Illinois Univ., Urbana. Computer-Based Education Research Lab.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-CERL-RR-81-7
Pub Date-Nov 81
Grant-NIE-G-81-00[illegible]2
Note-27p.; For related document, see SE 036 245.
Available from-Kikumi Tatsuoka, Computer-Based Education Research Lab., 252 Engineering Research Lab., 103 S. Mathews, Univ. of Illinois at Urbana, Urbana, IL 61801 (no price quoted).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Addition, *Computation, Educational Research, Elementary Secondary Education, Evaluation, *Evaluation Methods, *Fractions, *Item Analysis, *Mathematics Education, Models, Problem Solving, Subtraction, Testing, *Test Items
Identifiers-*Mathematics Education Research

A new system of order analysis, developed by Takeya and called Item Relations Structure Analysis (IRSA), was described and used for examining the structural relations among a set of 24 items on the addition and subtraction of fractions. A diagraph showing 16 chains of items that had discernibly common features was generated by this method, and implications for diagnostic error analysis were discussed. (Author)

ED 212 552 SO 013 903

Hansen, DuWayne, Ed. And Others

A Guide for Planning Musical Experiences.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date-80

Note-445p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-Choral Music, Competency Based Education, *Curriculum Development, Educational Administration, Educational Objectives, Elementary Secondary Education, *Music Education, Program Evaluation, Teaching Methods

Intended to assist Ohio music teachers in long-range instructional planning, this publication is a comprehensive guide for curriculum development for all levels and types of music instruction. It can be used by educators in other states as well. The guide is comprised of an introduction and five chapters. The introduction expresses the purpose of the guide and identifies seven broad goals which support elementary and secondary music education. Chapter I The Basic Components of Sound'' specifies learning objectives for all types and levels of music education. The objectives are organized into seven components: pitch, duration, loudness, timbre, texture, form, and style. Chapter II is concerned with those Instructional Settings'' in which music teaching-learning occurs. This chapter presents guidelines for developing graded courses of study in general music, choral and instrumental music, and music theory. Each setting is discussed in terms of its purpose in the curriculum, appropriate teaching approaches, and the selection of the content for instruction. Chapters III and IV deal with ways to extend musical opportunities and assessment and evaluation. The fifth and final chapter deals with the Administration of the Music Program.'' It is concerned with measuring the effectiveness of the program and instruction, and it provides a rationale for developing a competency-based education program in music. The appendix lists competency levels for elementary general music. (Author/RM)

ED 212 610 SP 019 635

A Handbook of Ideas for Curriculum Improvement.

Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-81
Note-41p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Strategies, Curriculum Design, *Curriculum Development, *Curriculum Evaluation, *Educational Change, Elementary Secondary Education, Inservice Teacher Education, Long Range Planning, *Needs Assessment, *Program Implementation, Teacher Participation

This booklet presents a model for changing an elementary and secondary school curriculum. In the first section, forms and resources are provided for analyzing change at the local level. The second section offers the following step-by-step guidelines for curriculum development: (1) identify components of the existing curriculum; (2) focus on skills and content which are related to the stated problem or concern; (3) identify gaps and overlaps in the area chosen for improvement; (4) create objectives; (5) list all grade level objectives related to the stated problem or concern; (6) determine the distance between what is and what has been suggested, make recommendations, and search for solutions; (7) develop, adapt, and select learning activities to meet objectives listed for each grade level; and (8) identify ways in which all courses on one grade level can be supportive of the listed objectives. Accompanying discussions of each of these steps are forms that may be filled out to clarify thinking on that topic. Brief instructions are given for implementing and evaluating the plans for change. The third section of the booklet presents basic principles for the involvement of faculty members in change procedures through staff development and inservice experiences. Included in this section are discussions of involvement and commitment on the part of teachers and administrators. Sample planning forms are presented, as well as an inservice evaluation form. Appended are a statement on the essentials of education, a checklist for basic skills instruction, and a list of ways in which students can be helped to learn. (JD)

ED 212 628 SP 019 697

Page, Fred M., Jr. Page, Jane A.

The Development of Research as a Role in Laboratory Schools.

Spons Agency-National Association of Lab. Schools, Farmville, Va.

Pub Date- 81

Note-12p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research, *Educational Researchers, Educational Trends, Elementary Secondary Education, Experimental Teaching, *Institutional Characteristics, *Laboratory Schools, School Surveys, Teacher Education, Teaching Experience

A 20-item questionnaire was mailed to 123 laboratory schools to investigate their involvement with educational research. The findings on the 57 schools that responded were organized into two categories: (1) background information on all respondents; and (2) information on research activities based on responses of the 39 schools identified as involved with the conduct of research. The schools served a range of students between nursery school and twelfth grade and had a mean enrollment of 329 students. Funding sources were colleges or universities, public schools, and tuition. Information on the schools' research activities was given in the areas of funding, researchers, types of projects, computer availability, research dissemination, and incentives. Other matters investigated included the option of parents to exclude their children from participating in research projects and the strength of research in the schools' operations. Conclusions drawn from the survey are that the number of laboratory schools is diminishing, the schools are seeking to expand their roles, and that research is becoming increasingly important. Incentives to conduct research included promotion, tenure, and continued employment. Obstacles to research activities were limited time and lack of money and research skills. The tabulated responses to the questionnaire are appended. (FG)

ED 212 690 UD 021 682

Watson, Bernard C.
Urban Schools. Spons Agency-Horace Mann Learning Center (ED), Washington, D.C.
Pub Date-26 Jun 80
Note-14p.; Paper presented at the Strategies for Urban School Improvement Workshop Series (Washington, DC, June 26, 1980). For related documents, see ED 179 647 and UD 021 683.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Responsibility, *Change Strategies, Class Size, Curriculum Development, Elementary Secondary Education, *Information Utilization, Parent Role, *Program Effectiveness, *Program Improvement, Student Responsibility, Teacher Responsibility, *Urban Schools

This paper examines strategies for urban school improvement within the realm of preschool, elementary, and secondary level programs, and systemwide programs. Examples of programs in each grade level area which are operating in different parts of the country are given. The following elements are identified as common to all successful programs: (1) well-organized and carefully executed plan; (2) dedicated staff; (3) diverse and interesting curriculum; (4) small size; and (5) clear and familiar goals. Parent, teacher, and student responsibilities are discussed, and the need to improve information utilization strategies within the school system is stressed. (JCD)

Statewide Plan for the Development of Indian Library Services in the State of Wisconsin.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Report No.-WSDPI-Bull-2152
Pub Date-81
Note-24p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Indian Education, *American Indians, *Information Needs, Information Services, *Library Services, Long Range Planning, *Public Libraries, *Statewide Planning
Identifiers-Great Lakes Intertribal Council WI, *Wisconsin

This document outlines a plan which was formulated in 1975 and revised in 1981, for the development and provision of library services to those American Indians who reside in the state of Wisconsin. The origin and background of the plan are reviewed, as well as its goals with respect to cultural sensitivity, Indian participation, library staffing, collection development, interlibrary cooperation, information services about Indians, funding, public relations, and other areas. Eight areas of priority for state-level action, including the establishment of an Indian Library Services committee, the development of information/media services in reservation and non-reservation Indian communities, and the recruitment, certification, and training of Indian library personnel, are presented along with short- and long-range plans for the achievement of these priorities. Guidelines for the development of library services in Indian communities are outlined, and the actions required to implement the guidelines are described. A 1981 map of Wisconsin public library systems, demographic information on Indians in Wisconsin, unemployment figures on Wisconsin Indian communities, and public school educational data on Wisconsin Indians are appended. (JL)

Hoeber, Daniel R.
The Role of Student Services in a Retention Program: Pivot or Periphery?
Pub Date-81
Note-21p.; Paper presented at the National Conference on Student Services (New Orleans, LA, November 12-15, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Ancillary School Services, Counselor Role, Dropout Characteristics, Faculty Development, Higher Education, *High Risk Students, Needs Assessment, Program Development, *School Holding Power, *School Orientation, Small Colleges, *Student Attrition, Student Needs, *Student Personnel Services, Student Personnel Workers, *Supplementary Education, Urban Schools, Withdrawal (Education)
Identifiers-Mercy College MI

A program was developed at Mercy College, Detroit, to reduce attrition among conditionally admitted, full-time (CAFT) students about one quarter of entering students at this small, urban, four-year college. The very high attrition rate among CAFT students (95%) was found to be unrelated to academic performance or program quality, and solutions to the problem were sought in the provision of student services. A Key Personnel Group, consisting of the directors of 14 non-academic college services, was created to deal with the problem. The groups' first activities were to survey student and faculty perceptions of CAFT students' non-academic needs, to assess the activities of each of the college's student services offices, and to assign responsibilities to avoid overlapping functions and address all identified needs. Then the group adopted four major approaches to student retention. First, a mandatory orientation course, taught by non-academic professionals, was developed to acquaint CAFT students with the college's services and to increase their academic survival skills. Second, an early warning system was created to identify potential dropouts. Third, the exit interview process was revised; and finally, a series of faculty development workshops were conducted to heighten faculty awareness of college services and to increase instructors' skills in dealing with CAFT students. The program's success is attested by a 50% reduction in the attrition rate of CAFT students. (HB)

ED 212 361 PS 012 620

Geier, Suzanne S.

Identification of Critical Behaviors for the Child Development Associate, Competency Areas II, IV and VI, Based on a Comprehensive Model of Competence for the Brevard Community College Training Program.

Nova Univ., Fort Lauderdale, Fla.

Pub Date-Apr 80

Note-163p.; For related document, see PS 012 619. A companion major applied research project presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education.

Pub Type- Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Caregivers, *College Credits, Community Colleges, *Competency Based Teacher Education, *Criteria, Early Childhood Education, Literature Reviews, Postsecondary Education, Preschool Teachers, *Student Evaluation

Identifiers-*CDA, CDA Competency 2, CDA Competency 4, CDA Competency 6, Child Development Associate, *Cooperative Assessment of Experiential Learning

Behavioral criteria for (1) determining child development associate (CDA) trainee competency, (2) awarding college credit, and (3) designing individualized learning programs in CDA competency areas 2, 4, and 6 are provided in this report of an applied research project. Designed to interrelate CDA and Cooperative Assessment of Experiential Learning (CAEL) evaluation orientations, the behavioral criteria adopted are organized in terms of three levels of competency (knowledge, application, evaluation) in three skills areas (informational, interpersonal, psychomotor). The lists of criteria are included in appended material. The major portion of the report consists of five chapters that present background information on Project Head Start and the CDA program; review literature relevant to CDA training and assessment; the CAEL program, and competency-based education; describe procedures and outcomes of the project; and provide discussions of issues, implications and recommendations. Additional related material is provided in appendices. (Author/RH)

ED 212 380 PS 012 649

Bempechat, Janine And Others

Children's Recollections of Sesame Street.''

Harvard Univ., Cambridge, Mass. Center for Research in Children's Television.
Spons Agency-Children's Television Workshop, New York, N.Y.
Pub Date-Jan 82
Note-72p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Children, Childrens Television, *Comprehension, *Early Experience, Educational Television, Identification (Psychology), Interviews, *Memory, Motivation, Parent Participation, Pretend Play, Television Research, *Television Viewing

Identifiers-Preadolescents, *Retrospective Studies (Psychology), *Sesame Street

This report presents a pilot study which collected preadolescents' retrospective reports of their preschool experiences with the television program, Sesame Street.'' One-hundred-five fifth and sixth graders ranging from 9 to 12 years of age were asked to think back to when they viewed Sesame Street'' in their younger years and to respond to questions concerning their recall and understanding of program segments, characters, and settings. Further, subjects were interviewed about their preschool viewing habits, identification with characters, perceived value of Sesame Street,'' and current opinion of the show. Results are discussed in terms of the following: preschool viewing habits; motivation for viewing Sesame Street;'' frequency of viewing the show; recall of the program's content, segments, characters, and set; pacing of segments; identification with characters; the reality of the street and its people; the influence of the program on subjects' role and imaginative play; the prosocial and academic values of the program; parental involvement in the viewing of Sesame Street;'' viewing and discussing the program with others; comparison of Sesame Street'' with other children's programs; and current opinion of the show. It was concluded that Sesame Street'' clearly had played a role in the subjects' lives a role that they recalled mostly with pleasure and fondness. Copies of the interview form used, the explanatory letter sent to subjects' parents, and the code sheet used are appended. (Author/MP)

ED 212 399 RC 013 131

How to Finance and Administer Rural Development Programs. Resources for Rural Development Series: Handbook No. 3.

National Area Development Inst., Rockport, Tex.
Spons Agency-Northeast Regional Center for Rural Development, Ithaca, N.Y.
Pub Date-Jun 77
Note-134p.; For related documents, see RC 013 129-130.
Available from-Northeast Regional Center for Rural Development, 293 Roberts Hall, Cornell Univ., Ithaca, NY 14853 ($1.50/set, $2.00/2 sets, $3.00/3 or more sets).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Banking, Capital, *Community Development, *Economic Development, Federal Aid, *Financial Support, Industrialization, Job Development, *Private Financial Support, *Program Administration, Program Costs, Rural Areas, *Rural Development, State Aid
Identifiers-Business Finance, Corporations, Development Capital

One of a series, this handbook is designed to assist individuals involved in area development to gain knowledge and understanding of the public and private sources of funds for support of various area development activities. National, regional, and local private sector sources of development capital are examined to give an overview of business finance including private debt finance, the concept of operating leverage, the nature of operating debt and its cost, credit instruments, corporate debt, private equity finance, investment banking, the regulation of securities issues, the supply of new equity financing by institutional investors, specialized financial institutions, and other potential sources of private capital. Attention is accorded to local commercial banks and savings institutions, among others, as sources of development capital. Industrial development bonds, state loans and guarantees, and business development corporations are examined, along with the programs of the Small Business Administration and other public sources. Institutional devices for dealing with area development finance, such as local development corporations, community development corporations, housing development corporations, small business investment corporations, and various types of cooperatives, are referenced as vehicles to be considered both for their special purposes and as parts of a comprehensive area development finance structure. (Author/CM)

ED 212 516 SO 013 795

Boraks, Nancy Schumacher, Sally
Development and Piloting. Phase II, Commonwealth Studies Project.
Virginia Commonwealth Univ., Richmond.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 80
Note-126p.; For related documents, see SO 013 794-795 Some pages may not reproduce clearly in microfiche due to smearing and broken ink throughout original document.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agency Cooperation, *Cooperative Planning, Coordination, *Curriculum Development, Elementary Secondary Education, Field Tests, Grade 4, Grade 7, Institutional Cooperation, Instructional Materials, Interdisciplinary Approach, *Material Development, Pilot Projects, Program Development, Readability, *Social Studies, Teacher Role
Identifiers-Virginia

This document reviews the goals and accomplishments of phase two of a three-year project to develop state-studies materials for Virginia schools. It is presented in seven chapters. Chapter I introduces the project idea, reviews the first phase of planning and evaluation design, and explains the project goals for phase two, materials development. Chapter 2 analyzes interagency cooperation in materials development, sequencing of production tasks, planning for pilot testing, and dissemination of results. Chapter 3 documents the impact of state needs and guidelines on curriculum decisions relating to amount of text materials, a skills focus, and instructional strategies. Time and budget constraints were indicated as factors in the curriculum-decision process. Chapter 4 describes the process and results of local pilot testing of fourth-grade materials; chapter 5 analyzes results of state piloting. Chapter 6 documents procedures used to determine the readability of two units. Chapter 7 summarizes project achievements during the 1979-80 production year. Accomplishments included production of student and teacher print materials for two fourth-grade units, local and state piloting, establishment of readability of fourth-grade units, and appointment of a seventh-grade materials writing team. (AV)

ED 212 571 SP 019 497

Beers, C. David And Others
Policy Frameworks for Local Action. Lessons from Implementing the Teacher Corps Guidelines. Volume 1. Final Report.
Office of Educational Research and Improvement (ED), Washington, D.C. Dissemination and Professional Development Programs.
Pub Date-Jan 82
Contract-300-78-0289
Note-184p.; For related document, see SP 019 498.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Educational Cooperation, Educational Policy, Federal Programs, *Federal Regulation, Formative Evaluation, *Government School Relationship, *Guidelines, *Policy Formation, *Program Administration, *Program Implementation, Program Length
Identifiers-*Teacher Corps

The results of a study on the way federal government guidelines influenced the administration of 132 Teacher Corps projects at the local level are reported. Research was oriented primarily toward determining those guideline provisions that seemed to have the most powerful impact on local actions during the early years of a project. Major findings apply to federal or state agency policymakers who construct or revise policy guidelines. This volume of the final report on the study is divided into three parts. Part One contains chapters that summarize the findings and conclusions and discuss the issues that are now facing educational policymakers. Part Two gives the background of the Teacher Corps program and presents evidence supporting the report's major findings, focusing on three provisions in the Teacher Corps Rules and Regulations: (1) the five-year time horizon and designated planning year; (2) the requirement for collaboration with local institutions and community agencies; and (3) the provision for local specifications of objectives. Research methods used in the study are discussed in Part Three. The appendices contain Teacher Corps Rules and Regulations, reprinted from the Federal Register, and excerpts from guidelines used to define research techniques at the local sites. (FG)

ED 212 648 TM 810 967

Madsen, Harold S.

Determining the Debilitative Impact of Test Anxiety.

Pub Date- 81

Note-22p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*English (Second Language), Foreign Students, Higher Education, Language Proficiency, *Language Tests, *Test Anxiety, *Test Bias, *Testing Problems

Identifiers-State Anxiety, Trait Anxiety

The detrimental effects of anxiety in English as a second language/foreign language (ESL/FL) are investigated. Although empirical research on the subject of ESL/FL test affect is limited, helpful insights on test anxiety exist in the psychological literature. Two constructs in the anxiety literature are considered relevant for this study: trait and state anxiety and facilitating (as well as debilitating) anxiety. Results suggest that ESI tests can be debilitating to a substantial segment of language classes and that anxiety-prone students are not evaluated as well on stressfull tests as those who are not anxiety-prone. Evidence indicates a relationship between anxiety and sex, language proficiency, and language background. Means exist to evaluate the amount of anxiety inherent in an exam for a given language group (although this information is available only after the exam has been taken). To avoid results biased in favor of students who are not anxiety-prone, it is recommended that the exam be excluded when testing comparable groups in the future. Screening tests to eliminate unnecessary anxiety together with its hidden bias is emphasized. (Author/AL)

ED 212 668 TM 820 087

Ellett, Frederick S., Jr. And Others

Philosophical Remarks about Educational Evaluation: Evaluation and
Values California Univ., Los Angeles. Center for the Study of
Evaluation.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-74p.; For related documents, see TM 820 088-090.
Pub Type- Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Assessment, Educational Philosophy, *Evaluation, *Theories, *Values
Identifiers-Empiricism, Evaluation Problems

A philosophical criticism of some of the major views of educational evaluation is presented. In particular, it is argued that the major views have serious limitations that result from their lack of understanding of questions of value, especially ethical value. Current views of educational evaluation need to draw upon the philosophical writings on values in order for their views to be justifiable. Evaluation as a practical activity is grounded on empirical facts and theories of value. Educational evaluation theories belong either to the descriptive (or empirical) realm or the normative realm, and there are various forms of normative educational evaluation activity, each having distinctive goals, purposes, principles, standards of excellence, obligations, and duties. An understanding of the logical structure of theories of educational evaluation will not only enhance discussion of the aforementioned, but will lead to greater defensibility in its theory-guided practice. (GK)

ED 212 711   UD 022 064

New York City (NYPL) System Pilot Project, 1980-1981. Final Evaluation Report, July 1, 1980-June 30, 1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-New York State Education Dept., Albany. Bureau of School Libraries.

Pub Date- 81

Note-9p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Databases, Elementary Secondary Education, High Schools, Information Utilization, Institutional Cooperation, Library Acquisition, *Library Services, Networks, Program Effectiveness, School Districts, *School Libraries, *Shared Services, *Staff Development, *Systems Development

Identifiers-New York City Public Schools

This report describes the New York City School Library System (NYCSLS), a pilot project aimed at developing a network of cooperating school libraries to participate in the sharing of print and media resources, cooperative collection development, and other services. This report reviews the assessment of the project's effectiveness in the establishment of a data base, the development of collections and staff, and the utilization of the interlibrary loan system. Although the lack of clerical support was cited as a major problem, it was reported that the project represented an important step in the more efficient utilization of available resources. (JCD)

Annual Report to the President and Congress, 1979-1980.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-81

Note-115p.; For related document, see ED 191 425. Photographs will not reproduce.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1981-347-423).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Annual Reports, Conferences, Federal Legislation, Information Science, *Information Services, *Libraries, Library Cooperation, Library Networks, *Library Services, *National Programs, Public Agencies

Identifiers-*National Commission Libraries Information Science, *White House Conference Library Info Services

This report, submitted to the President and Congress in accordance with the National Commission on Libraries and Information Science Act (PL 91-345), describes the activities of the National Commission on Libraries and Information Science for the 12 month period from October 1, 1979 through September 30, 1980. The report contains: an outline of the background and responsibilities of the Commission; a detailed account of the first White House Conference on Library and Information Services (held in Washington, D.C., November 15-19, 1979), including descriptions of the thematic structure of the conference work sessions, the conference resolutions process, Congressional hearings held during the conference, and the message delivered by the President to the conference; a summary of new initiatives undertaken by the Commission during 1979-80; a summary of the ongoing activities of the Commission; a report on the Commission's program of maintaining contact with governmental, professional, public and private organizations, agencies, and associations; and the Commission's plans for future activities. Also included are a list of the members of the Commission and 12 appendices, which include a copy of Public Law 91-345, a summary of the Commission's goals, a list of the Commission's publications, a fiscal statement, and a list of resolutions passed at the White House Conference. (JL)

ED 212 305 JC 810 248

A Development Program for Metropolitan Junior College, Kansas City. Volume Three: The Economy, Population, and Manpower Requirements of the Kansas City Metropolitan Area.

Little (Arthur D.), Inc., San Francisco, Calif.
Spons Agency-Metropolitan Junior Coll. District, Kansas City, Mo.
Pub Date-May 68
Note-90p.; For related documents, see JC 810 246-247.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Planning, Community Colleges, Economic Change, *Economic Climate, Economic Progress, Employment Opportunities, *Employment Patterns, Labor Market, Labor Needs, Minority Groups, Population Distribution, Population Growth, *Population Trends, Two Year Colleges, *Urban Areas, Urban Demography, *Vocational Education
Identifiers-*Missouri (Kansas City)

The economy, population, and manpower requirements of the Kansas City metropolitan area are examined in this volume of a report for the planning and development of Metropolitan Junior College (MJC). Part I looks at the Kansas City economy, first from a historical perspective and then in terms of recent trends in economic growth; the comparative growth rates of Kansas City, the state of Missouri, and the nation; structural shifts in employment; recent unemployment trends; and projections of sectoral employment levels in 1975. Additionally, the projection methodology is outlined, and statistical background is provided. Part II reports the results of a manpower requirements approach to vocational education planning. It looks at the existing and future occupational composition of the work force by breaking down all local economic activities into mutually exclusive economic sectors and by studying labor supply and demand for each sector. In addition, an analysis is provided of average annual expansion needs by major industry sectors. A detailed description of data sources and methodology for these analyses is appended to Part II. In Part III, the dynamics of population growth in the Kansas City area are considered, with focus on recent population growth trends and patterns, changes in population distribution and mobility, characteristics of the nonwhite population, educational attainment characteristics, and projections for population growth and distribution in the Kansas City area. (KL)

ED 212 436 RC 013 171

The Bilingual Bicultural Child and Special Education. Report of the Arizona Identification Model Task Force.

Arizona State Dept. of Education, Phoenix. Div. of Special Education.; Southwest Regional Resource Center, Salt Lake City, Utah.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 76
Note-95p.
Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Admission Criteria, Biculturalism, *Bilingual Students, College Role, Community Involvement, *Disabilities, Due Process, *Educational Diagnosis, Educational Finance, Elementary Secondary Education, Evaluation Criteria, Financial Needs, Guidelines, Human Relations, Human Services, Inservice Education, Inservice Teacher Education, Paraprofessional School Personnel, Parent Participation, Rural Areas, *Special Education, Student Characteristics, Student Needs, Student Rights, Teacher Attitudes
Identifiers-*Arizona, Bilingual Special Education, *Diagnostic Development Project, Task Force Approach

This service model on special education for bilingual, bicultural handicapped children features the Arizona Task Force recommendations to local education agencies, to colleges and universities, and to human service organizations. A list of Task Force participants, introductory material, and a list of definitions are followed by information and recommendations for local education agencies; these cover: the rights of bilingual/bicultural children and their parents concerning special education services; guidelines for child-centered processes related to the provision of special education services; suggestions regarding parent and community involvement; specific preparation needed by special education paraprofessionals; special education services for children in rural/remote areas; and funding and resource necessities for implementation of Task Force recommendations. Recommendations to the Arizona Division of Special Education cover training of school personnel, services for bilingual/bicultural handicapped children in rural/remote areas, and the role of the Division of Special Education in providing needed services. Recommendation to colleges and universities concern the institutional role in meeting training needs of teachers and supportive personnel who work with special education students. Recommendations to human service organizations involve creation of school child advocate positions to protect the rights and interests of bilingual/bicultural students. Appendices contain supplementary information. (CM)

Robitaille, David F., Ed.
British Columbia Mathematics Assessment, 1981: General Report.
British Columbia Dept. of Education, Victoria.
Report No.-ISBN-0-7719-8796-X
Pub Date-Sep 81
Note-465p.; For related document, see SE 036 088. Not available in paper copy due to marginal legibility of original document.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Assessment, *Educational Research, Elementary Secondary Education, Foreign Countries, *Mathematics Achievement, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Mathematics Teachers, Sex Differences, State Surveys, Student Attitudes
Identifiers-British Columbia, *Mathematics Education Research

This assessment was designed to evaluate students' achievement in and attitude toward mathematics, document changes in achievement by comparing the 1981 results to those obtained in 1977, and survey teachers of mathematics. The assessment was also directed toward identifying and clarifying different models for the mathematics curriculum. This second provincial assessment was carried out with over 90,000 pupils from grades 4, 8, and 12, and a sample of 2,500 tenth graders. These pupils were assessed on mastery of: Number and Operation, Geometry, Measurement, Algebraic Topics, and Computer Literacy. Pupil attitudes were also surveyed. Overall achievement was considered encouraging, with Measurement a concern as it consistently had the lowest rating. Two teacher questionnaires were developed for the assessment, and teachers were randomly selected from grades 1 through 12 to respond. Responses indicated many mathematics classes are taught by instructors with little professional or academic preparation, particularly at the junior secondary level. Ten appendices contain items and details related to the assessment. (MP)

ED 212 498 SE 036 247

Suydam, Marilyn N.

Mathematics Education Reports. Unpublished Instruments for Evaluation in Mathematics Education: An Annotated Listing, 1974-1981.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Dec 81
Contract-400-78-0004
Note-166p.; For related document, see ED 086 518.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.75).
Pub Type- Guides - General (050) - Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Achievement Tests, Annotated Bibliographies, Attitude Measures, Cognitive Tests, College Mathematics, Creativity Tests, Diagnostic Tests, Elementary Secondary Education, Higher Education, *Mathematics Achievement, *Mathematics Instruction, *Quantitative Tests, *Research Tools, Teacher Education, Testing
Identifiers-*Mathematics Education Research

Non-commercial investigator-developed tests and other instruments to assess mathematical instruction, reported in journals, dissertations, and ERIC documents from 1974 through mid-1981, are listed. For approximately 90 instruments, information on content, format, sample, reliability, correlations, and validity is included, as well as references. Other instruments for which only partial information was available are also cited on a supplementary list, followed by a list of references for this supplement. An index lists instruments by cognitive topic or as affective assessment or teaching analysis tools. An index of authors and educational levels concludes the document. (No instruments included.) (MP)

ED 212 590 SP 019 583

Crittenden, Brian

Education for Rational Understanding. Philosophical Perspectives on the Study and Practice of Education.

Australian Council for Educational Research, Hawthorn.
Report No.-ISBN-0-85563-2194
Pub Date-81
Note-301p.
Pub Type- Books (010) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Development, *Educational Principles, *Educational Research, Educational Theories, Elementary Secondary Education, Equal Education, *Ethical Instruction, General Education, Individual Development, Individualism, School Role, *Social Action, *Social Values

The essays in this book explore the balance between the communal and the individual aspects in the development of human beings and relates theories of education and learning to this development. In the introduction, Peter J. Sheehan offers a critical discussion of the ideas presented in the text. Part I contains two chapters on values and methodology in educational research and the relevance of philosophy to educational theory. In Part II, two chapters present an argument against setting up normative theories that interpret the role of the school in a utilitarian way and evaluate autonomy as the aim of liberal education. The chapters in Part III deal with the objectives approach in integrated studies and curriculum evaluation methods. The process of moral reasoning is the subject of Part IV. In Part V, one chapter examines educational values in the determination of the school's role in social reforms, and the other explores the relationship between equality as a social ideal and its practice in education. Each chapter is followed by a list of references. (FG)

ED 212 629 SP 019 707

Kapel, David E. Mour, Stanley I.

A Field-Based Elementary Teacher Education Program That Really Works.

Pub Date-Feb 82

Note-18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Admission Criteria, Education Courses, Elementary School Teachers, *Field Experience Programs, Higher Education, *Preservice Teacher Education, *Schools of Education, Student Teaching, Teacher Education Programs, Teaching Experience, *Urban Teaching

Identifiers-*University of Louisville KY

The School of Education at the University of Louisville (Kentucky) prepares its elementary teachers to work in an urban setting through a teacher education program that makes extensive use of field experiences. The program is organized into four phases. Phase I is the screening process for acceptance into the teacher education program for those who have completed or are completing 60 semester hours of undergraduate work. Abilities in reading, writing, and computation are tested, and the students' speech and hearing tests, grade point average, standardized test scores, and references are required. Certain course requirements must also be met to gain admittance into the program. The components of Phase II consist of courses emphasizing educational theory and supervised field work in urban school classrooms. When all course and competency requirements for Phases I and II are satisfied, the student can apply for admission into the school of education and, if accepted, may enroll in Phase III. This phase is a continuation and expansion of Phase II, comprising of courses, teaching experience, and performance evaluations. Phase IV is the student teaching experience. Again, formal application is required, and the student must submit to an interview and have a 2.5 grade point average. During this final phase, the students are in the field for a full 16 week semester in urban elementary schools. The program's success is indicated by the number of graduates hired and by the results of external program evaluations. (FG)

ED 212 731 UD 022 088

Ascher, Carol

The United States' New Refugees: A Review of the Research on the Resettlement of Indochinese, Cubans, and Haitians. ERIC/CUE Urban Diversity Series, Number 75.

ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Nov 81
Contract-400-77-0071
Note-40p.
Available from-ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
Pub Type- Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Counseling Services, Cubans, *Cultural Background, Cultural Influences, Cultural Pluralism, Economic Factors, *Educational Policy, Elementary Secondary Education, *Emotional Adjustment, Employment Problems, Federal Programs, Haitians, Indochinese, Literature Reviews, Political Influences, *Public Policy, *Refugees, *Social Adjustment, Social Influences
Identifiers-Mutual Assistance Associations, Refugee Camps

This review of research on recent refugees to the United States focuses on the Indochinese, Haitians and Cubans. An introduction stresses the need for more information to enhance a better understanding of the newcomers. Succeeding sections review published literature on: (1) the development of Federal policy concerning refugees, emphasizing the difference in policy requirements for the earlier Soviet/East European refugees and those for the new group of refugees; (2) the new refugees' cultural backgrounds, especially as these affect resettlement; (3) aspects of the refugee experience, particularly the circumstances surrounding their flight from their countries; (4) transition experiences and refugee camp conditions; (5) experience in the new culture, culture shock, and orientation programs; (6) educational policy and programs; (7) employment and sociocultural adjustment; and finally, (8) problems in emotional adjustment and solutions to adjustment problems. (MJL)

ED 212 209 HE 014 685

Hansen, Desna Wallin

Program Evaluation Staff/Faculty Development: Providing a Framework.

Pub Date- 81

Note-16p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Environment, College Faculty, Educational Objectives, Evaluation Criteria, *Evaluation Methods, *Faculty Development, Formative Evaluation, Higher Education, Instructional Development, *Organizational Development, *Program Evaluation, Summative Evaluation, *Teacher Effectiveness

Basic considerations for evaluating a faculty development program are considered. The framework consists of: establishing the perimeters, designating the purpose, assessing the developmental stage of the program, determining general methods of evaluation, and defining the criteria for success. Faculty development may include efforts to assist faculty members to develop their talents and teaching skills. Instructional development consists of designing new courses, redesigning current courses, and using updated instruction. Additionally, organizational development focuses on reorganizing the institution itself to create a better environment for teaching. Evaluation is nearly always connected to some decision-making process, including formative and summative evaluations. Determining the purpose of the program evaluation requires a considerable degree of knowledge of the programs and objectives, as well as the political and economic factors, affecting any particular program. Before deciding the method of evaluation to be used, those involved should take a close look at the stage of the development program to be evaluated. Methods of program evaluation include: the historical-descriptive approach, the measurement-correlational model, quasi-experimental designs, the developmental-intensive model, the action-research approach, illuminative evaluation, and the consultative approach. Criteria for success may include positive reactions of participants, increased knowledge, and improvements implemented within the institution or classroom. (SW)

ED 212 243 HE 014 755

Ishler, Richard E.

Educational Retrenchment: A Model for Institutions of Higher Education.

Pub Date- 81
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Policy, College Faculty, College Governing Councils, College Presidents, *Dismissal (Personnel), *Employment Practices, Evaluation Criteria, Faculty Evaluation, Higher Education, Models, *Personnel Policy, Reduction in Force, *Retrenchment, Seniority, State Universities, Teacher Administrator Relationship, Tenure
Identifiers-*Emporia State University KS

Policies and procedures for retrenchment used at Emporia State University, Kansas, are identified to serve as a model for other colleges and the universities. The procedures are as follows: When a formal, institution-wide program of retrenchment appears necessary, the president will inform the faculty senate when such action is to be initiated and the actions that necessitate it. If the faculty senate does not approve the president's decision, the president will inform the Kansas Board of Regents, and all three interests will meet to discuss the matter. The responsibility for the assignment of unclassified positions within the institution, and the documentation that is needed to make such assignments, are addressed. Criteria for withdrawing unclassified positions, or terminating members of the administrative and teaching faculty, include: the ability of the university to accomplish its stated mission and to continue the quality of its programs and services will be maintained in making such decisions; positions occupied by persons holding temporary appointments will be terminated first; the university will honor the continuing contractual relationship implied by tenure; and decisions will be made in relation to competence, availability of tenured faculty, affirmative action program, and length of service. When staff termination occurs, efforts that will be undertaken to ameliorate temporary weaknesses include: reassignment of tenured staff to other areas in which they are competent; and implementing fractional appointments. Criteria for terminating tenured staff and the details of procedures for retrenchment are covered. (SW)

ED 212 323 JC 810 686

Donnangelo, Frank P.

The Relationship between Participation in PWP-99, a Special Course for Probationary Students at Bronx Community College, and Academic Performance.

Bronx Community Coll., N.Y.

Pub Date- 79

Note-11p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Probation, Academic Standards, Community Colleges, *Compensatory Education, Disadvantaged, Grade Point Average, *High Risk Students, *Program Effectiveness, *Remedial Instruction, Student Attrition, Suspension, Two Year Colleges, Two Year College Students

Since the implementation of an open admissions policy at Bronx Community College (BCC) in 1970, the majority of incoming students have been socially, economically, and academically disadvantaged. In 1978, one out of three students had a native language other than English; 46% came from households with an income of less than $5,000; 68% were placed in remedial reading or English courses; and 45% were placed in remedial mathematics courses. A consequence of these disadvantages and of a systemwide stiffening of academic standards in Fall 1976 was a large increase in the number of students suspended or placed on probation. In Fall 1977, 3,706 of 8,845 students failed to meet retention standards. In order to reduce the high attrition rate at BCC, a special seven-week course entitled Probationary Workshop Program (PWP-99) was developed to focus on the reasons for and implications of probation, the revised grading system, academic regulations, and students' and teachers' responsibility for student success. Although the course was well received by participants, a study conducted in Spring 1979 revealed no significant relationship between participation in the course by probationary students and their academic performance that semester, and called for revisions of the course. These revisions should be based on a follow-up of students who took the course and performed well in their courses and a study of students who attended very few PWP-99 sessions. (The PWP-99 syllabus is appended.) (HB)

ED 212 418 RC 013 150

Kimble, John W. And Others

Basic Quality of Secondary Education in Rural Montana. Bulletin 685.

Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Pub Date-Apr 76

Note-29p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Achievement Tests, Comparative Analysis, Data Collection, Educational Assessment, *Educational Quality, Grade 10, Grade 12, High Schools, *High School Students, Rural Areas, Rural Education, Rural Schools, *Rural Urban Differences, *School Size, Small Schools, Socioeconomic Influences, Student Characteristics, Student Evaluation, Test Norms, Urban Schools

Identifiers-*Montana, *Stanford Achievement Tests

The Stanford Achievement Test was administered to 2,186 of the 47,045 Montana high school students to analyze whether or not school size is important in determining student achievement, and to analyze factors that affect student achievement and whether those factors vary by school size. The sample included 1,311 sophomores and 875 seniors. To accomplish the first objective, the mean score of each test was calculated for each school, and the score was standardized so that a composite total score could be calculated. The procedure was the same for all respondents. Regression analysis was used to analyze the data for the second objective. Twelve variables were chosen to represent the school, the student, and the student's socio-economic status. The independent variables were regressed against each of the dependent variables for each of four school size categories and for all students sampled. Results indicated that, at the senior level, no significant differences existed in the mean test scores based on school size. However, sophomores of the larger schools scored better than did those from smaller rural schools. Different variables influenced student achievement in the rural schools than in larger urban schools. Students' socio-economic backgrounds had the most influence on their achievement. (CM)

ED 212 455 RC 013 198

Pascual, Henry W.

Clients and Teachers in Bilingual Education Programs.

New Mexico State Dept. of Education, Santa Fe.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-21 Aug 78

Note-29p.; Paper presented at the National Conference on the Education of Hispanics (Alexandria, VA, August 21-23, 1978).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Access to Education, *Bilingual Education, Elementary Secondary Education, *Eligibility, Equal Education, Federal Programs, Higher Education, Hispanic Americans, Language Proficiency, Mexican Americans, *Program Improvement, *Spanish Speaking, Student Evaluation, *Teacher Education

Identifiers-Lau v Nichols

Whether bilingual education programs continue to be model projects for demonstrating viable alternatives for the education of Hispanics or general programs to correct deficits in the education of our children, the selection of students for participation in the programs and the training of teachers for these programs are serious responsibilities. Recommendations to the U.S. Office of Education for determining eligibility for bilingual programs suggest including: (1) Hispanic students, regardless of surname, who are on grade level or lower in standardized achievement tests in English language arts, social studies, science, and mathematics; (2) Hispanic students falling within categories outlined in the Lau Remedies; and (3) any Hispanic students wishing access to bilingual education, regardless of economic background or English proficiency. Bilingual teacher training programs should provide: demonstrable competence in understanding, speaking, reading, and writing the non-English language; study of the history, civilization, fine arts, and literature of the people whose culture is to be taught or learned; study of specific language pedagogy; teaching the academic content in Spanish; training in socio and psycholinguistic factors impinging upon the learning process; and training in teaching of English, both as a second and first language. (NEC)

ED 212 534 SO 013 835

Massialas, Byron G. And Others

Peopling The American Colonies, Episode III. Resource Material Development: Population Dynamics in Eighth Grade American History.

Florida State Univ., Tallahassee.

Spons Agency-Office of Education (DHEW), Washington, D.C

Pub Date-74

Contract-OEG-0-73-5415

Note-57p.; For related documents, see SO 013 782-788.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Colonial History (United States), Curriculum Guides, Demography, *Family Characteristics, Family Structure, Grade 8, Human Geography, *Interdisciplinary Approach, Junior High Schools, Population Distribution, *Population Growth, Population Trends, *United States History, Units of Study

This is the third unit in a series that introduces population concepts into the eighth grade American history curriculum. (See SO 013 782 for an overview to the guide.) In Episode III, the history topic is the late colonial periods. Unit objectives are to (1) examine the effects of different lifestyles on population changes in America and England; (2) scrutinize the effects of the availability of resources on population changes in England; (3) survey the effects of social sanctions and marriage patterns in England and the American colonies on population increase and family size; (4) examine the effect of marriage customs and laws and the effect of different family sizes on population growth; and (5) evaluate student learning and reinforce conceptual understanding of population growth. Activities include having students read and discuss primary source materials about settlement in Kentucky, simulate a move to a new planet, determine arithmetically how different family sizes effect population growth, and play a game which reinforces the concept of population growth. (NE)

ED 212 611 SP 019 637

Savage, Tom V.

The Academic Qualifications of Women Choosing Education as a Major.

Pub Date-Feb 82

Note-22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 11-13, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Aptitude, *Career Choice, Comparative Analysis, *Education Majors, *Females, Higher Education, *Majors (Students), Preservice Teacher Education, Student Educational Objectives, Test Norms, Womens Education

A longitudinal study compared the academic abilities of undergraduate women students in seven college programs at a large university. Four questions were posed: (1) What are the academic qualifications of women choosing education as a career? (2) How do these women compare with women choosing other programs? (3) What changes take place in the career choices of women during their college career? and (4) Are women who are unsuccessful in other programs choosing education as a last resort? Information was gathered on women choosing programs in agriculture, business, education, engineering, liberal arts, physical education, and science. The qualifications of the students were measured by Scholastic Aptitude Test averages for the math and verbal components for each of their four years and by their high school class standing. An analysis of the resulting data indicated that education attracts women who have lower academic qualifications than women in other fields. Large numbers of women with high academic ability chose majors in male-dominated fields. The greatest difference between women choosing education as a career and women choosing other areas was in mathematics scores. The wide range in verbal test scores that appeared at the senior year indicated that education was allowing women with marginal verbal skills to complete the program. However, the improved academic qualifications apparent at the junior year indicated that some women with high academic qualifications were evaluating their original career choice and choosing education as a career. By the junior year, women in education compared quite favorably with those in other fields. (JD)

ED 212 649 TM 820 004

Miller, M. David Burstein, Leigh

Evaluation Design Project: Multilevel Interpretation of Evaluation Data Study.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Nov 81
Grant-NIE-G-80-0112
Note-299p.; For related document, see ED 211 584; Appendices A, B, and D are marginally legible.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Error Patterns, *Evaluation Methods, Item Analysis, Models, *Outcomes of Education, Program Effectiveness, Quasiexperimental Design, *Statistical Analysis, *Test Construction, Testing Problems, Test Validity
Identifiers-Beginning Teacher Evaluation Study, *Instructional Sensitivity, *Unit of Analysis Problems

Two studies are presented in this report. The first is titled Empirical Studies of Multilevel Approaches to Test Development and Interpretation: Measuring Between-Group Differences in Instruction.'' Because of a belief that schooling does affect student achievement, researchers have questioned the empirical and measurement techniques used to evaluate the effects of schooling on student achievement. One possible shortcoming of the major standardized norm-referenced achievement tests is their failure to take into account the nesting of units in the educational system. This study uses item data at the class level to construct tests. It was found that selecting items from an index of discrimination between groups did lead to scales more sensitive to instructional differences. From the analysis of patterns of item response, it was found that not only did patterns of correct and incorrect item response vary as a function of class membership, but that the patterns of response reflect substantively meaningful differences in instruction. The second study, State of the Art Methodology for the Design and Analysis of Future Large Scale Evaluations: A Selective Examination,'' reviews how recent methodological advances might be incorporated in future large-scale evaluations. Specifically, structural equation modeling and selection modeling and related issues in analysis of quasi-experimental data are examined. (Author/BW)

ED 212 669 TM 820 089

Ellett, Frederick S.

Decision Theory, Rationality, and Moral Justice. Studies in Evaluation and Decision Making, Work Unit 3: Philosophic Inquiry into Evaluation.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Grant-OB-NIE-G-78-0213
Note-38p.; For related documents, see TM 820 087-090.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Decision Making, *Educational Policy, *Justice, *Moral Issues, Research Problems, Selection, Selective Admission
Identifiers-*Decision Theory, *Rationality

The concern of this essay is with issues which are involved in the likely consensus among educational researchers that a formal decision theory should be used to determine whether an educational policy such as selection procedure is justified. It is argued in Section I that reliance upon decision theory is unwarranted. In Section II, a characterization of the features of the decision theory approach is given, as is an explanation of why more writers are coming to endorse, or exhibit reservations about, the approach. Two of the specific applications of the decision theory which have been recommended are discussed, and criticisms of these applications are presented. Sections III and IV deal with the decision theory at a more general and abstract level. Those concerned with the criticism and evaluation of educational policy are urged to begin to investigate the strengths and limitations of various reformative (or stipulative) definitions. (Author/GK)

ED 212 691 UD 021 683

Loughran, Paul

Urban Schools Spons Agency-Horace Mann Learning Center (ED), Washington, D.C.

Pub Date-26 Jun 80

Note-8p.; Paper presented at the Strategies for Urban School Improvement Workshop Series (Washington, DC, June 26, 1980). For related documents, see ED 179 647 and UD 021 682.

Pub Type- Opinion Papers (120) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, Case Studies, *Educational Improvement, Elementary Secondary Education, Needs Assessment, *Parent School Relationship, *School Community Relationship, *Teacher Role, Urban Schools

Identifiers-*New York City Board of Education, New York School Improvement Project

This report describes the first phase of a School Improvement Project which is currently being implemented in the elementary schools of New York City. The project's design is described as the bringing together of parents, administrators, teachers, community people, and auxiliary staff to write a school improvement plan which could be implemented and subsequently bring about more effective instruction. The report explains the first phase, which consisted of the researching of assessment needs in nine schools categorized as improving, maintaining, or declining schools. The involvement of parents, teachers, and administrators in cooperative planning; the development of curriculum materials; the eventual implementation of new educational strategies; and the provision of information to the School Improvement Project Committee are cited as the reasons for the assessment. (ML)

ED 212 712 UD 022 065

Nutrition Education Training Program, 1980-1981. Final Evaluation Report, January 27, 1981-June 30, 1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency-New York State Education Dept., Albany. Bureau of School Libraries.
Pub Date- 81
Note-29p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Measures, Behavior Change, Curriculum Development, Elementary Education, Elementary School Students, *Inservice Teacher Education, *Nutrition Instruction, *Student Behavior, *Teacher Attitudes

The two-day, Inservice Nutrition Education Training Program was designed to provide teachers with curriculum methodology and materials in nutrition education for grades kindergarten through six. This report examines the results of the program through a posttest questionnaire designed to assess teacher reactions to the curriculum materials, teacher attitudes about the effect of the program, and the extent to which implementation took place. Although only 22 percent of the participants responded to the posttest questionnaire, the majority of respondents noted positive behavioral changes in the food habits of students. The data also suggested that the program helped to improve teachers' attitudes toward teaching nutrition and to increase parent involvement in nutrition education. However, results also showed only a small percentage of teachers reporting that school wide nutrition activity took place as a result of the program. (JCD)

ED 212 226 HE 014 716

International Baccalaureate. Options in Education Takes Listeners to the Core of the Issues. Program No. 305.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Spons Agency-Corporation for Public Broadcasting, Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.-OE-810413-01-01-T
Pub Date-81
Note-16p.; National Public Radio transcripts.
Available from-Options in Education, 2025 M Street, N.W., Washington, DC 20036.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academically Gifted, Acceleration, *Advanced Placement, *College Bound Students, Higher Education, *High School Students, *Honors Curriculum, *International Education, Private Schools, Public Schools, Secondary Education
Identifiers-Canada, *International Baccalaureate, United States

The International Baccalaureate, a special program for bright public and private high school students, is described in transcriptions of broadcasts from National Public Radio. Over half the 43 schools in Canada and the United States that offer the program are public. For the approximately 1,200 high school juniors and seniors in North America enrolled in the program, admission into most foreign colleges and advanced standing at many American colleges are likely outcomes. Students take either individual honors courses, or a full program that can lead to a special diploma once the student passes rigorous exams graded by the international office. Students working for the diploma are required to take five enriched courses and one elective: a foreign language, math, an experimental science, and a social studies course like history or economics. The seventh required course, Theory of Knowledge, concentrates not just on learning, but on the experience of learning. Each participating school pays about $3,500 a year in international dues, and a few thousand dollars for special textbooks and teacher training in the first year. Students pay up to $200 for the final exams. Included in the transcripts are: a class discussion on theory of knowledge, student discussion on how learning affects the rest of their lives, a principal's views on why the program was needed, a history class discussion of how bias affects one's interpretation of history, students' perceptions of pressure from the program and from senior exams, and a teacher's reaction to added pressure. (SW)

ED 212 262 IR 009 968

Mathews, Eleanor

Survey of User Services. General Evaluation Survey. Summary Report.

Iowa State Univ. of Science and Technology, Ames. Library.

Pub Date-May 81

Note-124p.; Best available copy.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*College Libraries, Higher Education, *Library Facilities, *Library Materials, *Library Personnel, *Library Services, Library Surveys, Questionnaires, Tables (Data), *User Satisfaction (Information)

A general evaluation survey of the academic community was conducted during the fall quarter of 1979 to determine whether the present services, facilities, and resources of the Iowa State University Library meet the needs of its users. Questionnaires were sent to a random sample of faculty, administrative staff, graduate students, and undergraduates. These users were asked how often they come to the library and their principal reasons for coming. Questions concerning the use of materials and experiences with locating them, use of card and serials catalogs and elements on the card catalog, and computerized literature searching were included. The users were also asked about their satisfaction with the collection, the hours of operation, and their impressions of service at the public access points in the main building and reading rooms. Results of the survey indicate that graduate students use the library in essentially the same way, while use by undergraduates is different. The users' perceptions also pointed to areas where improvements in service need to be made. The survey instruments and summaries of the data are included. (Author/RAA)

ED 212 362 PS 012 623

Bossing, Lewis Brien, Phyl
A Review of the Elementary School Promotion/Retention Dilemma.
Pub Date- 80
Note-23p.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Decision Making, Elementary Education, *Elementary School Students, *Grade Repetition, Guidelines, Literature Reviews, Self Concept, *Student Adjustment, Student Promotion, Teacher Attitudes

The purpose of this paper is to present different aspects of the effects of grade retention on students and to consider what is best for the total development of the child. Studies show that grade retention does not ensure significant gains in achievement. However, studies seem to be less conclusive regarding retention due to the immaturity of students. Teachers and parents appear to favor nonpromotion when necessary because it improves their children's school adjustment. Despite the findings of some studies, teachers and parents do not believe nonpromotion harms children's self-concept. Research also supports this view. The threat of nonpromotion is not a motivating force for students. Nor does retention increase more homogeneous groupings of children in classrooms. Studies indicate that classroom conduct and socioeconomic status affects the decision of nonpromotion of students. Because of the complexity of the issue, rational decision-making scales are being developed to assist those determining the child's advancement. Also, alternatives to nonpromotion such as half-step promotion, readiness classes, non-graded programs, and individualized instruction are being implemented. When the decision not to promote a child is made, support from parents, teacher and principal is needed, the child should be assured that he or she has not failed, and the student should be provided a different teacher during the repeated year. (Author/RH)

ED 212 381 PS 012 650

Mann, Lynne F.

Play and the Non-Verbal Child.

Pub Date-Nov 81

Note-10p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Detroit, MI, November 5-8, 1981).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Environment, *Cognitive Development, *Deafness, Early Childhood Education, Educational Needs, Educational Practices, Exceptional Persons, Instructional Innovation, *Play, Special Education, *Teacher Role, *Young Children

While the play of young children has been recognized as a facilitator and a manifestation of cognitive change from egocentric to de-centered interpretations of reality, play activities for the young, profoundly deaf child have been viewed as a frivolity with little educational merit. Empirical evidence suggests that the play of deaf children develops through stages in the same order as the play of hearing children, although language, environment, and education restrict the play of young deaf children. Since research exists that indicates that the play of deaf and hearing children differs only in the number of minutes spent in different categories of play, it would seem logical to provide the young deaf child an environment designed to facilitate play development. Four basic, necessary environmental components for facilitating play development among these children are (1) adults to play with, (2) materials and equipment to use in play, (3) ample time to play, and (4) a place to play. (To help teachers shift from a teacher-directed to a child-centered classroom, concluding sections of the paper suggest ways of implementing each of the environmental components.) (Author/RH)

ED 212 400 RC 013 132

Blair, A. K.
Advisers to Rural Schools. A Survey of the Advisory Service Which Is Specially Provided for Small Rural Schools in New Zealand.
New Zealand Dept. of Education, Wellington.
Pub Date-80
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advisory Committees, Curriculum Development, *Educational Improvement, Elementary Education, *Faculty Development, Foreign Countries, Information Dissemination, *Inservice Teacher Education, Needs Assessment, Occupational Information, Regional Schools, *Rural Schools, Supervisory Methods, Surveys, Teacher Administrator Relationship, Teacher Improvement, Teacher Morale
Identifiers-*New Zealand, *Rural Advisory Service (New Zealand)

Compiled to assist rural school advisers in their work and to inform those interested in rural education and in the administration and development of the rural advisory service, this report outlines the nature and contribution of the service, methods by which it achieves its purpose, and its major perceived needs. The first section describes the advisory service, its functions, and its origins. Next, there are brief discussions of the advisers' work, the problem advisers face with dissatisfaction among rural teachers, and supervision of rural advisers by the Department of Education. There is an outline of the methods used by rural advisers to accomplish professional development of teachers, development of curriculum material and resources, school organization and administration, and communication between school/community and school/educational agencies. Next is a discussion of some of the common problems and difficulties advisers encounter in their work. Also covered are the perceived needs of the rural advisory service in the areas of adviser maintenance and development, liaison, travel, accomodation and equipment, communication, and induction of advisers and teachers. The report concludes with a summary of suggestions obtained from advisers. Appendices include a list of advisers and schools served and role statements for advisers. (CM)

ED 212 517 SO 013 796

Boraks, Nancy Schumacher, Sally

Continuous Development and Dissemination, 1980-81. Phase III, Commonwealth Studies Project.

Virginia Commonwealth Univ., Richmond.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 81
Note-113p.; For related documents, see SO 013 794-795. Some pages may not reproduce clearly in microfiche due to smearing and broken ink throughout document.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agency Cooperation, *Cooperative Planning, Coordination, *Curriculum Development, Elementary Secondary Education, Field Tests, Grade 4, Grade 7, Information Dissemination, Institutional Cooperation, Instructional Materials, Interdisciplinary Approach, *Material Development, Models, Pilot Projects, Program Development, *Social Studies, Teacher Role
Identifiers-Virginia

The third and final phase of a three-year project to develop state-studies materials for Virginia is described in this report. The third phase involved continued pilot testing of fourth-grade materials, development of drafts of seventh-grade materials, and exploration of plans for dissemination. The report comprises six chapters. Chapter 1 reviews the project's background, describes the goals of each phase, and identifies evaluation methodology for each phase. Chapter 2 gives a descriptive content analysis of the complete fourth-grade Virginia Studies Program and the draft of seventh-grade materials. Chapter 3 reviews procedures and findings of state piloting of the fourth-grade materials. Chapter 4 considers the Virginia Studies curriculum development cycle as a model stressing interagency cooperative planning and major involvement by teachers in the writing process. Chapter 5 discusses aspects of dissemination of sample materials and establishment of a mechanism for continuous availability of the materials. The concise summary in chapter 6 gives a complete overview of the project's successful three-year evolution. (AV)

Bibliography for Hawaiian Studies.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Report No.-RS-81-2106
Pub Date-Dec 81
Note-94p.; Not available in paper copy due to print on a dark background. Some pages may not reproduce clearly in microfiche.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Area Studies, Books, *Cultural Education, Elementary Secondary Education, Ethnic Groups, Ethnic Studies, *Hawaiians, Library Material Selection, School Libraries, *State History
Identifiers-*Hawaii

This bibliography cites books at all levels relevant to Hawaiian studies. In recent years, there has been a growing interest in all aspects of Hawaiian studies as the people of Hawaii seek to learn more about their state, its history and development, its unique culture, and the varied ethnic groups that contribute to Hawaii's rich diversity. It is intended to help school librarians strengthen their Hawaiian collections. Books for adults are also included. Excluded are cookbooks, Pacific area materials, and tourist-oriented materials. The first part of the bibliography is a subject listing by major Dewey Decimal classifications. Only author and titles are provided in this listing. An author listing of the same books is then provided. Full bibliographic information is provided in this listing including the grade level. (Author/RM)

ED 212 572 SP 019 498

Beers, C. David And Others

Policy Frameworks for Local Action. Lessons from Implementing the Teacher Corps Guidelines. Volume 2. Final Report.

SRI International, Menlo Park, Calif.
Spons Agency-Office of Educational Research and Improvement (ED), Washington, D.C. Dissemination and Professional Development Programs.
Pub Date-Jan 82
Contract-300-78-0289
Note-80p.; For related document, see SP 019 497.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Community Involvement, *Educational Cooperation, Educational Planning, Federal Programs, Guidelines, *Inservice Teacher Education, Policy Formation, Program Administration, *Program Implementation, School Districts, Schools of Education, *Teacher Education Programs
Identifiers-*Teacher Corps

This volume is directed primarily toward local Teacher Corps practitioners and is intended to serve as a companion to Volume 1 of this final report. This volume provides an additional context for the description of and assumptions about Teacher Corps project implementation. Data collected in 1980 during site visits to selected projects and descriptions provided by local documenters at other sites provide a description of three aspects of Teacher Corps program implementation. Chapter I is devoted to the establishment of a collaborative relationship between the institution of higher education and a local education agency, one of the Teacher Corps mandates. The roles of project participants and the value of the planning year in the five-year project cycle are discussed. In Chapter II, the process of involving the community in the educational process is illustrated through a case study of a Teacher Corps project. Views on the process are expressed by local project documenters and by participants in the cooperative process. The involvement of the school staff in project planning is explored in Chapter III through a case study of an actual Teacher Corps project. Attention is given to the creation of a conducive collaborative climate, the finding of training resources, and the characteristics of the planning process. (FG)

ED 212 286 IR 009 993

Mandel, Carol A.

Subject Access in the Online Catalog.

Spons Agency-Council on Library Resources, Inc., Washington, D.C.

Pub Date-Aug 81

Note-31p.

Pub Type- Information Analyses (070) - Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cataloging, Databases, *Indexing, *Library Catalogs, Library Research, Man Machine Systems, *Online Systems, Subject Index Terms

Identifiers-Failure Analysis, Free Text Searching, *Library of Congress Subject Headings, Preserved Context Indexing System, *User Needs

This review of the research on subject access to library collections focuses on the problems of and prospects for improved online subject access to library collections. Summaries of the general findings of studies on library catalog use and catalog users and some reasons for the frequent failure of subject searches in library catalogs are followed by a discussion of the use of failure analysis'' as a technique in studies of automated information retrieval systems. The advantages and disadvantages of free text searching are reviewed, the feasibility of using the Preserved Context Indexing System (PRECIS) to supplement Library of Congress Subject Headings is briefly considered, and some of the conclusions drawn from studies of library users' needs are presented. Research on the enrichment of cataloging records using free text descriptors, on enhancing currently used subject access systems such as Library of Congress Subject Headings, and on ensuring the effectiveness of the user interface with an online catalog is also discussed. Six recommendations are made for the improvement of subject access in online catalogs, and a 41-item reference list is included. (JL)

ED 212 342 JC 820 062

Hoeber, Daniel R.

The Orientation Course: A First Step toward Retention.

Pub Date-81
Note-20p.; Paper presented at the National Conference on Student Services (New Orleans, LA, November 13, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Persistence, *Course Content, Course Descriptions, Course Objectives, Higher Education, *High Risk Students, *School Holding Power, *School Orientation, Small Colleges, *Student Attrition, Student College Relationship, Student Development, Student Educational Objectives, Student Personnel Services, *Supplementary Education, Urban Schools

An Orientation/Self-Management course was developed at Mercy College, Detroit, to reduce the high attrition rate (95%) among conditionally admitted full-time (CAFT) students, i.e., those admitted with less than a C'' average upon high school graduation. The course focused on the student as an adult, vital, growing, and independent person; the college and its offerings, services, policies, and overall context; and the relationship between the student and the college. The course is organized in five clusters, with college administrators and student services professionals teaching units in their areas of expertise. The clusters are: (1) Goals: Yours and the College's,'' which addresses the college mission, goal setting, and academic goals; (2) Reaching Your Academic Goals,'' which studies and provides guidance on improving student habits, behavior, and skills; (3) Roadblocks to Reaching Academic Goals,'' which examines stress, diet, financial problems, and other barriers to academic success; (4) Knowing and Knowing How to Communicate,'' which outlines college regulations and teacher and administrator expectations of students; and (5) Exploring Occupations the World of Work,'' which helps students develop realistic career goals. The success of the course is evidenced by the positive response of students and faculty, a large increase in the use of student services offices and facilities, and a 50% drop in the attrition rate of CAFT students. (HB)

ED 212 437 RC 013 172

Rodriguez, Richard Fajardo

The Mexican American Child in Special Education.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Feb 82

Contract-400-78-0023

Note-48p.

Available from-ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, $8.00 ea., 10% discount on larger quantities).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Cognitive Style, Educational Discrimination, Educational Legislation, Gifted, *Labeling (of Persons), Language Skills, Literature Reviews, Mexican American Education, *Mexican Americans, Parent Participation, Parent School Relationship, *Special Education, Special Education Teachers, *Teacher Education, *Testing, Test Interpretation

Identifiers-Culturally Different Students

The over-representation of minority group children, particularly Mexican Americans, in special education has been well documented. The use of standardized, norm-referenced, psychological assessment measures has created obstacles to the advancement of minority group individuals in American society. This is especially true since results from such measures are used as indicators of future accomplishments. The need for integration of cultural and linguistic characteristics into psychological assessment instruments is the challenge facing special education today. Although recent theoretical developments appear promising in terms of educational practice, they can only be as effective as those practitioners who apply the knowledge at the individual level. Therefore, the aspect of training becomes increasingly important, especially with the rapid development of theoretical and empirical knowledge concerning the educational achievement of minority group students, particularly Mexican Americans. (Author)

ED 212 477 SE 036 088

Robitaille, David F.
British Columbia Mathematics Assessment, 1981: Summary Report.
British Columbia Dept. of Education, Victoria.
Report No.-ISBN-0-7719-8797-8
Pub Date-Sep 81
Note-68p.; For related document, see SE 036 087. Not available in paper copy due to marginal legibility of original document.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Assessment, Educational Research, Elementary Secondary Education, Foreign Countries, *Mathematics Achievement, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Mathematics Teachers, Sex Differences, State Surveys, Student Attitudes

Identifiers-British Columbia, *Mathematics Education Research

Presented is a description of the study, an analysis of major findings, and recommendations directed towards those who share in the continuing task of improving the teaching of mathematics in British Columbia. The assessment was designed to evaluate students' achievement in and attitude toward mathematics, document changes in achievement by comparing the 1981 results to those obtained in 1977, and conduct a survey of teachers of mathematics. In addition, the assessment was directed toward identifying and clarifying different models for the mathematics curriculum. This second provincial assessment was carried out with over 90,000 students from grades 4, 8, and 12, and a sample of 2,500 tenth graders. Test booklets assessed mastery of: Number and Operation, Geometry, Measurement, Algebraic Topics, and Computer Literacy. The booklets also contained items designed to assess pupil attitudes. Two teacher questionnaires were developed, and instructors in every grade level were randomly selected as potential respondents. Overall student achievement results are considered encouraging, with measurement the cause for concern since it was consistently given the lowest rating. The teacher questionnaire indicated that many mathematics classes are taught by individuals who have had little professional or academic preparation. (MP)

ED 212 499 SE 036 248

Cobb, Thomas B.
Community Energy Policy Project.
Bowling Green State Univ., Ohio.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jul 81
Grant-G007804980
Note-23p.; Paper presented at the International Conference on Energy Education (Providence, RI, August 4-7, 1981).
Available from-Energy Studies Office, 313 Hayes Hall, Bowling Green State Univ., Bowling Green, OH 43403 (free).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Citizen Participation, *Community Action, Computer Oriented Programs, *Conservation Education, Energy, *Energy Conservation, Environmental Education, Life Style, *Policy Formation, *Program Descriptions, *Workshops
Identifiers-Energy Education

The general procedures, techniques for implementing, and results of a citizen-based grass-roots'' program in Ohio for the development and analysis of community energy policies are described. The program emphasizes citizen input and employs the nominal group process to build consensus. Small group discussions are used to generate solutions to local problems which arise from increasing energy costs and resource scarcities. A computer model is used to educate participants about the consequences of continuing historic energy use patterns and to analyze the potential impacts of policy choices on community lifestyle. Policy analysis is performed by a cross-impact procedure and results are graphically displayed for instantaneous feed-back to participants. The program was used with success in six counties of northwest Ohio where it led to the development of community energy action plans, citizen energy task forces, and improved energy awareness. Developers of the program believe that it is beneficial and effective because it can lead to the development of policies and actions which are both supported and promoted by local citizens and it can be used to elicit citizen acceptance of and participation in an already-enacted community energy plan. (Author/DC)

ED 212 591 SP 019 585

Laman, Archie E. Reeves, Dorothy E.

An Investigation of Certain Alleged Student Biases About Teacher Education at Western Kentucky University (Survey Number Three).

Western Kentucky Univ., Bowling Green.
Pub Date-Dec 81
Note-52p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Difficulty Level, *Educational Attitudes, *Education Courses, *Education Majors, Higher Education, Longitudinal Studies, Relevance (Education), Self Concept, Self Evaluation (Individuals), *Student Attitudes, Teacher Education Curriculum, *Teacher Education Programs, Teacher Educator Education, Teacher Stereotypes, Teaching (Occupation)
Identifiers-*Western Kentucky University

An opinionnaire was administered to 122 students in the teacher education program at Western Kentucky University as part of a longitudinal study to determine student attitudes toward their professors, courses, and themselves. Eight biases were tested: (1) Education courses tend to be easier than most other college courses; (2) Education courses tend to have little or no relevance to the needs of a teacher; (3) Teacher education students wish they had chosen some other career program; (4) Education professors teach less effectively than other college professors; (5) Education professors appear less knowledgeable than other college professors; (6) Students in the teacher education program are academically inferior to other college students; (7) Most students in teacher education are not planning a career in teaching; and (8) Teacher education students have a low regard for the teaching profession. The data were analyzed by student's program, curriculum, college level, transfer/non-transfer status, and career plans and were compared to the results of surveys taken in 1969 and 1974. Agreement with the biases ranged from a low of 4.1 percent for Bias 5 to a high of 30.3 percent for Bias 1. The attitudes of the 1981 survey population were more positive than those found in the 1969 and 1974 surveys. A copy of the survey instrument is appended. (FG)

ED 212 732 UD 022 089

Millward, Hugh A.

Regional Patterns of Ethnicity in Nova Scotia: A Geographical Study. Ethnic Heritage Series, Volume VI.

Saint Mary's Univ., Halifax (Nova Scotia). International Education Centre.

Spons Agency-Department of the Secretary of State, Ottawa (Ontario).

Pub Date-81

Note-66p.; Some tables may be marginally legible due to small size type.

Available from-International Education Centre, Saint Mary's University, Robie Street, Halifax, Nova Scotia B3H 3C3 ($4.25 Canadian).

Pub Type- Numerical/Quantitative Data (110) - Historical Materials (060) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Canada Natives, Cultural Differences, *Ethnic Distribution, *Ethnic Groups, *Ethnic Origins, *Ethnology, Factor Analysis, Foreign Countries, *Geographic Distribution, Human Geography, *Regional Characteristics

Identifiers-Canada, *Nova Scotia

In this sixth volume of the Ethnic Heritage Series, the pattern of ethnicity in Nova Scotia (Canada) is examined by deriving indices of diversity for counties and larger towns. The historical development of ethnic patterns from 1767 to 1971 and recent changes in the ethnic pattern are discussed. Ethnic origin data is mapped for 1871 and 1971 and compared with 1971 patterns for mother tongue and birthplace. Locational quotient maps show the distribution of French (grouped in four main pockets), Germans (concentrated in Lunenburg), blacks (in Halifax County), and Native Indians (in Cape Breton Island). It is reported that of recent immigrant groups, British and American born are dispersed, while Europeans and Asians cluster in certain neighborhoods of metropolitan Halifax. Factor analysis is used to regionalize the province's ethnic character. (Author/JCD)

Harari, Maurice

Internationalizing the Curriculum and the Campus: Guidelines for AASCU Institutions.

American Association of State Colleges and Universities, Washington, D.C.
Report No.-AASCU-1981-3; ISBN-0-88044-059-7
Pub Date-Nov 81
Note-65p.
Available from-American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($4.00, quantity discounts).
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Area Studies, *College Curriculum, College Second Language Programs, Curriculum Development, English (Second Language), Ethnic Studies, Financial Support, *Global Approach, Guidelines, Higher Education, *Institutional Characteristics, *International Education, International Educational Exchange, School Surveys, *State Colleges, State Universities, Study Abroad, *Undergraduate Study

Information about internationalizing undergraduate education is presented. Data gathered from the membership of the American Association of State Colleges and Universities (AASCU) provide a profile of the degree of internationalization of these institutions. Additionally, major means of internationalizing the curriculum and the institution are identified, and practical guidelines are summarized to assist those who wish to know where and how to start to internationalize their campus or how to strengthen and refine that process. Survey results provide information on the extent of internationalization of the institutions using a five category classification scheme, the distribution of variables (e.g., the existence of planned international programs, study abroad, and program relations with the less developed countries), the seeking of grants and success rate, ethnic studies, institutional location and size, institutional operating budget, and requirements for graduation, foreign languages, and teaching English as a second language. The major curricular options that might be considered are: the infusion of nonwestern material, comparative approaches, issue-oriented approaches, area and civilization studies, intercultural communication, international development studies, and international studies major or minor. Establishing international education exchanges and funding arrangements are addressed. A list of 13 guidelines for AASCU institutions, a bibliography, a sample questionnaire, and information on funding sources are included. (SW)

ED 212 263 IR 009 969

Mischo, William H.

A Subject Retrieval Function for the Online Union Catalog. Technical Report.

OCLC Online Computer Library Center, Inc., Dublin, Ohio.
Report No.-OCLC/DD/TR-81/4
Pub Date-20 Nov 81
Note-31p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Computer Oriented Programs, *Information Retrieval, *Online Systems, *Permuted Indexes, *Search Strategies, *Subject Index Terms
Identifiers-Boolean Logic, Library of Congress, MARC Data Base, OCLC

This technical report describes a proposed subject retrieval function for the OCLC Online Union Catalog and examines the inadequacies of Library of Congress Subject Headings (LCSH) for the provision of subject access. The function described uses a non-Boolean search approach over data elements present in the MARC record format. Centered around the creation of additional subject index keys and cross-references by LCSH phrase manipulation and title phrase extraction, it would employ familiar OCLC derived key conventions and simulate a Boolean search capability by building precoodinated term combinations into derived index keys. The proposed approach would offer greatly improved subject access over the traditional card catalog by increasing the average number of subject access points per title from 1.4 to more than 22. Four illustrations and 12 references are included. (Author/RAA)

ED 212 306 JC 810 273

McDonald, Carl B. Cotroneo, Keith

Treating the Non-Learner: Penicillin or Placebo?

CITE Associates, Cochran, Ga.
Pub Date-81
Note-64p.
Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Basic Skills, Behavioral Objectives, *Classroom Environment, *Cognitive Style, College Faculty, Community Colleges, Educational Strategies, *High Risk Students, Instructional Improvement, Relevance (Education), *Remedial Instruction, *Student Motivation, Student Teacher Relationship, *Teacher Effectiveness, Teaching Methods, Two Year Colleges, Two Year College Students

Non-learners are externally controlled students conditioned to expect both failure and success. They are aware of their basic skill deficiencies yet know that passive behavior in high school classrooms has resulted in passing grades. Given the nature of the non-learner, developmental educators cannot achieve positive results through manipulating only external variables in the teaching-learning process (e.g., instructional styles and methods), but must consider thinking skills and motivation as well. Thinking skills include basic analytical reasoning and higher order intellectual processes, such as interpretation and application. Instructors should evaluate students' thinking skills and devote class time to improving reasoning. Motivation can be divided into purpose motivation (i.e., a reason for doing something) and climate motivation (i.e., conditions under which something is done). Instructors should help students discover their interests and motives for learning and should key instruction to the level of student interest and purpose. The creation of a positive environment for learning necessitates mutual respect between teacher and learner and an understanding by both of their teaching and learning styles. In addition, the process of instruction must be relevant. That is, the instructor must organize the course around meaningful measurable objectives that are directly related to the student's perceived purposes. (Appendices include sample exercises and references.) (Author/KL)

ED 212 324 JC 820 015

Yess, James P.

Should College Faculty Be Rated by Students Using Instruments Developed at the Bargaining Table?

Pub Date- 81

Note-34p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Rating Scales, Case Studies, *Collective Bargaining, College Faculty, Community Colleges, Observation, *Reliability, *Student Evaluation of Teacher Performance, Student Teacher Relationship, Two Year Colleges

Instruments used to rate college teachers should undergo the scientific scrutiny expected of any psychological instrument. The construction of rating instruments through collective bargaining without scientific pilot testing thwarts the desired goal of assisting faculty and administrators in learning about teaching performance. These contentions are supported by a brief discussion of the divergent goals of psychological rating and collective bargaining. The argument is backed by conclusions drawn from a case study of a rating instrument developed in the late 1970s during collective bargaining sessions between faculty union representatives and governing body representatives concerning working conditions at 15 community colleges. An agreement was reached whereby student evaluation, evaluation of course materials, classroom observations, and a composite category of student advisement, college/community service, and professional development, could be used in the process of evaluating faculty for reappointment, tenure, promotion, multiple-year contracts, and/or termination. Student evaluation was given a weight of 40% and the other three criteria each 20% in this process. The 12-item rating instrument contained serious flaws, notably its ambiguity and lack of scientific testing. The paper concludes with recommendations for developing a sound rating instrument within the context of labor/management negotiations. (Author/HB)

ED 212 419 RC 013 151

Bain, Rodney

Teacher Education: Learning to Use the Outdoors.

Pub Date-29 Jun 79

Note-24p.; Paper prepared for the International Symposium on World Trends in Science Education (Halifax, Nova Scotia, Canada, August 1979). Paper copy not available due to author's choice.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Course Content, *Course Objectives, Curriculum Development, Elementary Secondary Education, Foreign Countries, Higher Education, Inservice Teacher Education, *Outdoor Education, Peer Teaching, Program Descriptions, *Program Implementation, *Student Participation, Student Teachers, *Teacher Education, Teaching Methods, Workshops

Identifiers-*University of Western Ontario (Canada)

After an attempt to initiate a viable Outdoor Education program in the early 1960s was abandoned, during the early 1970s the Faculty of Education at the University of Western Ontario created an optional, 20-hour credit course in Outdoor Education for teacher education majors, which now attracts about 200 students per year. Objectives for the Teacher Outdoor Education Courses are: to see and use the educational possibilities in a common natural or man-made area; to conduct competently a 2-hour session with one's peers in an area of choice; to participate as a teacher-assistant at one of the Outdoor Education centres, or one week at the Toronto Island Outdoor Natural Science School; to practice-teach for one or two weeks at an Outdoor Education Centre; to assist individual teachers in planning and conducting their outdoor education activities; to participate in a Weekend Residential Outdoor Education Workshop; and to have one's basic interest and philosophy for Outdoor Education deepened. Various methods are used to implement the objectives. Students participate in planning and scheduling course content. Class assignments promote the course objectives. Following the narrative section, a partial listing and brief description of the sessions offered is presented, including some subject-oriented and some multi-disciplinary topics for the K-13 spectrum. (CM)

ED 212 535 SO 013 836

Abraham, Herbert J.

World Problems in the Classroom. Educational Studies and Documents. Revised Edition.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.-ISBN-92-3-101817-5; UNESCO-41

Pub Date-81

Note-61p.

Available from-UNIPUB, 345 Post Avenue South, New York, NY 10010 ($5.00 paper copy).

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Civil Liberties, Controversial Issues (Course Content), Culture, Disarmament, Education, Environmental Education, Food, Health Education, Hunger, Justice, Peace, Population Education, Poverty, Resource Materials, Sciences, Secondary Education, *World Affairs, *World Problems

Identifiers-Childrens Rights, *United Nations

The purpose of this revised publication is to provide secondary teachers with practical suggestions on teaching about the United Nations system in conjunction with contemporary world problems and issues. Part One describes the foundation of the United Nations and discusses its purposes, members, and structure. Chapters three through 14, which comprise Part Two of the publication, treat the following topics: peace and security; disarmament; human rights; population; poverty and economic progress; the environment; the sea and sea-bed; social justice for workers; food and hunger; health; children's welfare; and education, science, and culture. Background information and questions for study and discussion are provided on each topic. A description of the functions of intergovernmental agencies related to the United Nations is provided on each topic. (Author/RM)

ED 212 554 SO 013 910

White, David M., Ed.

Towards a Diversified Legal Profession: An Inquiry into the Law School Admission Test, Grade Inflation, and Current Admissions Policies

National Conference of Black Lawyers, Inc., New York, N.Y.

Spons Agency-National Inst. of Education (ED), Washington, D.C.; Spencer Foundation, Chicago, Ill.

Report No.-ISBN-0-910758-01-12

Pub Date-81

Grant-NIE-G-79-0079

Note-424p.; Some small print occurs throughout document and may not reproduce clearly from EDRS in microfiche.

Available from-National Conference of Black Lawyers, Inc., 126 W. 119th Street, New York, NY 10026 ($12.95).

Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Admission Criteria, *College Applicants, Educational Needs, Educational Research, *Ethnic Bias, Evaluation, Higher Education, *Law Schools, *Minority Groups, *Selective Admission

Identifiers-*Law School Admission Test

This is the final report and critique which investigated the law school admissions process, and especially the role of the Law School Admission Test (LSAT) within that process, for possible bias against minority applicants. The study involved the reanalysis of existing data. Results show that current admission policies unfairly limit the enrollment of minority applicants. The report begins by reviewing the Bakke decision. It then examines each of the components of the Admissions Index which is a weighted combination of the undergraduate grade point average (UGPA) and the LSAT score. Overall, the UGPA is less biased against minorities than is the LSAT. The report presents evidence that shows the differential effect of adding LSAT scores to UGPA's for minorities vs. whites. The author examines items from the Law School Admission Bulletin and LSAT Preparation Material'' which is commonly used for practice by potential test takers. Factors inherent in the LSAT which might be contributing to low test performance for minorities are explained. Finally the Thorndike and Cole models for admissions decisions are evaluated. The report's recommendations include: adjusting the LSAT scores of minority applicants in recognition of possible cultural bias in the test; evaluating LSAT scores on an individual basis through extensive review of applicant files; separating evaluations for minority applicants; and disregarding LSAT scores. Without exception, reviewers, who critiqued the study agreed with the author's concern for the rethinking of current admissions policies. However, many reviewers pointed out problems with the methodology used, with the validity of the report's conclusions, and with the final set of recommendations. (Author/RM)

ED 212 612   SP 019 638

Frataccia, Enrico V. Hennington, Iris
Satisfaction of Hygiene and Motivation Needs of Teachers Who Resigned from Teaching.
Pub Date-Feb 82
Note-15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 11-13, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Interpersonal Relationship, *Job Satisfaction, *Need Gratification, Principals, Psychological Needs, Self Actualization, *Teacher Administrator Relationship, *Teacher Attitudes, *Teacher Burnout, Teacher Motivation, Teacher Persistence, Teacher Salaries, Teaching Conditions
Identifiers-*Hygiene Motivation Theory (Herzberg)

The growing incidence of teacher burnout suggests that many teachers have difficulty in satisfying their needs and in deriving satisfaction from teaching. This study examined the needs that teachers appear to have difficulty in satisfying. The study is based on Herzberg's Hygiene-Motivation Theory. This theory, related to Maslow's Hierarchy of Needs, notes that all humans have two sets of needs: the need for psychological growth, and the need to avoid unpleasantness. The factors associated with the motivation component of this theory are related to self actualization: achievement, recognition, work, advancement, and responsibility. The factors associated with the hygiene component involve security and social needs: company policy and administration, supervision, salary, interpersonal relations, and working conditions. Thirty-seven teachers who had resigned from teaching responded to two ten-item questionnaires. Two hypotheses were tested: (1) Teachers who resigned from teaching will report no job satisfaction relative to the motivation component of the Hygiene-Motivation Theory; and (2) Teachers who resigned from teaching will report job dissatisfaction relative to the hygiene component. Each hypothesis was found to be valid. Within the hygiene component, the teachers were dissatisfied with all the factors. Within the motivation component, teachers reported dissatisfaction with recognition, advancement, and achievement. The role of the school principal in accepting responsibility for meeting these needs is particularly important. (JD)

ED 212 630 SP 019 710

Flint, Lowell

A Model for Understanding, Preventing and Controlling Burnout.

Pub Date-Feb 82
Note-26p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Burnout, *Coping, *Job Satisfaction, Mental Health, Psychological Needs, *Stress Variables, *Teacher Burnout, *Teacher Morale, Teacher Persistence, Work Environment

High stress and job dissatisfaction interact negatively to produce the condition known as burnout. Teacher burnout is the state of exhaustion, despair, and futility which results from the belief that achievement and satisfaction in teaching is either not possible or not worth the effort required to produce it. By making repeated measures of employee job satisfaction and stress, trends can be observed, and remedial steps can be taken. This can be done by plotting stress and dissatisfaction on a graph. The resulting interaction model of stress and job satisfaction creates three areas for discussion. The first is the assumption that stress and job satisfaction can be measured and presented in parallel form. Research into this field has resulted in several valid instruments, but more sophisticated methods should still be developed. The second area for discussion is techniques of stress management. General suggestions for protection from stress involve physical health maintenance, finding support groups or counseling, participating in workshops, and making a positive change in lifestyle. The third area of concern in the prevention of burnout is organizational development, or aspects of the work environment that can be manipulated to create job satisfaction. (FG)

ED 212 670 TM 820 105

Golden, M. Patricia And Others

Affirmative Actions: Designing Educational Policies to Influence Educational Research.

Pub Date-Aug 81

Note-27p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (Toronto, Ontario, Canada, August 21-24, 1981).

Available from-M. Patricia Golden, Institute for the Intersisciplinary Study of Education, 404 UO, Northeastern University, Boston, MA 02115.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affirmative Action, Bias, *Educational Policy, *Educational Research, Equal Opportunities (Jobs), *Federal Programs, Females, Minority Groups, *Researchers, *Research Problems

Identifiers-National Institute of Education

The paper focuses on the relationship between educational research and educational policy, specifically the influence that affirmative actions'' in the policy arena can have not only on the nature of educational research but also on the kinds of participants (e.g., minority persons and women) in the educational research enterprise. A description of the National Institute of Education (NIE) Experimental Program for Opportunities in Advanced Study and Research in Education is followed by an examination of the salient features and target groups of selected projects funded by the program. A matrix is developed for classifying those projects in terms of the diverse strategies employed to achieve their objectives with particular target groups. The strategies matrix is then compared with Epstein's opportunity structures model for postdoctoral programs in educational research. The potential of such strategies on professional enfranchisement and professional efficacy is discussed. (Author/GK)

ED 212 692 UD 021 684

Larkin, Maureen McCormack

Teacher Expectations.

Spons Agency-Horace Mann Learning Center (ED), Washington, D.C.

Pub Date-29 May 80

Note-22p.; Paper presented at the Strategies for Urban School Improvement Workshop Series (Washington, DC, May 29, 1980).

Pub Type- Opinion Papers (120) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, *Educational Environment, Educational Improvement, Elementary Secondary Education, Expectation, Information Dissemination, Inservice Teacher Education, Instructional Improvement, Leadership Training, *Low Achievement, Needs Assessment, Principals, Program Effectiveness, Staff Development, Student Motivation, *Teacher Attitudes, Urban Schools

Identifiers-Milwaukee Public Schools WI, *Milwaukee School Improvement Program WI, Milwaukee Teacher Expectation Project WI, *Teacher Expectations

This report examines the background and implementation of the Milwaukee (Wisconsin) Teacher Expectation Project and the Milwaukee School Improvement Program (Project RISE). The author presents a brief overview of educational research on low achievement, which includes the cultural deficit theory, the latter upon which the projects were based. Described are the Teacher Expectation Project, a series of workshops which focused on the role of the individual teacher in the classroom, and Project Rise, a needs assessment and school planning project which was implemented in 20 Milwaukee schools. The report suggests the following policy initiatives as a means of improving staff awareness of student academic needs, and information dissemination within the school: (1) promotion and development of staff expectation at all levels; (2) promotion of staff development activities related to effective school characteristics; (3) leadership training; (4) encouragement of public support of school objectives; and (5) reduction of supplementary programs working against school objectives. (JCD)

Seminars for Parents: Family Living/Sex Education Program. Final Evaluation Report, September 1, 1980-June 30, 1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-New York State Education Dept., Albany. Bureau of School Libraries.

Pub Date- 81

Note-19p.; For a related document, see ED 191 817.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, *Attitude Measures, Conflict Resolution, Elementary Secondary Education, Family Role, *Inservice Teacher Education, Parent Attitudes, *Parent Education, Parent Participation, Parent Role, Parent Student Relationship, *Parent Teacher Cooperation, *Sex Education, Sexuality, Staff Orientation, Teacher Attitudes, Training Methods

The New York City Board of Education's Family Living/Sex Education Program consisted of seminars and workshops which involved parents and teachers in open discussions about adolescent sexuality. Discussion topics included parent-child relations, family conflict resolution, psychosexual development, parents as educators, family size, and children with special needs. At the end of the program, data were collected through an attitude questionnaire administered at each workshop and used to recommend program improvements. Responses to the questionnaire indicated that seminars should consist of parent-child workshops and curriculum orientation sessions for parents, teachers, and administrators, and that at least one workshop should feature a guest lecturer. (JCD)

ED 212 210 HE 014 686

Patrick, Cathleen Caruthers, J. Kent

Management Priorities of College Presidents.

National Center for Higher Education Management Systems, Boulder, Colo.

Pub Date-May 79

Note-32p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes, Budgeting, *College Administration, *College Planning, *College Presidents, College Role, Educational Objectives, Government School Relationship, *Higher Education, Information Dissemination, National Surveys, *Needs Assessment, Private Colleges, Program Evaluation, Public Relations, Resource Allocation, State Colleges, Teacher Morale, Two Year Colleges, Universities

All U.S. college and university presidents were surveyed in 1979 to determine their priorities among planning and management improvements at their institutions. Questionnaires were mailed in December 1978 to all chief executive officers (president or chancellor), or chief executive officer for a system of colleges, universities, and central offices listed on the 1977-78 Higher Education General Information Survey. Though nearly one-third of all public institutions responded, less than one-fifth of private institutions did. Among the three institutional types, universities had the highest response rate (33 percent), followed by two-year institutions (28 percent), and by four-year institutions (25 percent). Public universities and public four-year colleges had the highest response rates (38 percent), and private two-year colleges the lowest (14 percent). Based on 900 returned and usable questionnaires of the total 3,327, the highest priority areas were: (1) communicating institutional strengths to potential students, their parents, and the general public; (2) communicating institutional strengths to the state legislature and state budget officials (for public institutions); (3) integrating program-review results in program-planning and budget processes; (4) resource allocation and reallocation; (5) faculty vitality and renewal; (6) implementing institutional goals and objectives through the planning and budgeting process; and (7) forecasting institutional revenue needs more accurately. Most of these high priority areas were interpreted as reflecting the current environment of retrenchment and the need to prepare for a no-growth or slow-growth era. (SW)

ED 212 382 PS 012 652

Black, Hedda

Children's Developing Sense of Justice. Unit for Child Studies Selected Papers Number 10.

New South Wales Univ., Kensington (Australia). School of Education.

Pub Date-81

Note-13p.; Paper presented at a seminar given at the School of Education, University of New South Wales (Kensington, Australia, April 1 and 8, 1981). For other papers in this series, see ED 204 029-037 and PS 012 653-660.

Available from-Unit for Child Studies, School of Education, University of New South Wales, P.O. Box 1, Kensington, NSW 2033, Australia ($2.00; payment should be made in Australian dollars).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Children, *Developmental Stages, *Females, Literature Reviews, *Moral Development, Research Problems, Theories

Identifiers-*Kohlberg (Lawrence), *Moral Judgment, *Piagetian Theory, Theoretical Analysis

Presented at a 2-day seminar at the School of Education, University of New South Wales, Australia, this paper reviews theories and research findings concerning the development of children's sense of justice. Part I of the paper briefly discusses Jean Piaget's and Lawrence Kohlberg's theories concerning the development of children's moral judgments, as well as research findings on the type of social environment which promotes the development of children's sense of justice. Part II outlines some limitations of Kohlberg's theory of moral development as it relates to women. Descriptions of Kohlberg's moral development stages, and Giligan's (1977) conception of the development of women's moral judgments are included in appendices. (Author/MP)

Laroche, Jacques M.
Are Chicanos Better French Learners Than Other American Students?
Pub Date-82
Note-7p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingualism, *Contrastive Linguistics, Cultural Background, *Error Analysis (Language), *French, Higher Education, Language Acquisition, Linguistic Borrowing, Mexican Americans, *Second Language Learning, Sociolinguistics, *Spanish, *Spanish Speaking
Identifiers-*Chicanos

Describing the dialectics of theoretical versus applied linguistics and sociological data, this study compares the average achievement in French of Spanish-speaking learners (Chicanos in a southwestern university) with English-speaking monolinguals. Although Spanish and French belong to the Romance Languages and share a great number of cognates and grammatical similarities, three important differences that would not give a Spanish speaker any learning advantages are considered: (1) words for the same things do not always derive from the same Latin words, (2) many words in both French and Spanish come from the same Germanic roots as English vocabulary, and (3) English borrowed much of its vocabulary from French. Discussion of two theories of foreign language acquisition indicates error analysis does not recognize an advantage to Romance language speakers and contrastive analysis appears to appreciate resemblance as a source of confusion rather than help. Non-linguistic aspects of the problem reveal the learners in this study are Chicanos without formal schooling in their native language and bringing the whole sociological aspect of belonging to a bilingual minority into the learning experience. Since the level of French taught is more often school-type than life-type, it does not appear that Spanish-speaking Chicanos have a French language learning advantage over English-speaking monolinguals. (NEC)

ED 212 456 RC 013 202

Kielsmeier, James C.

Leadership for Service-Learning: The National Leadership Conference.

American Youth Foundation, St. Louis, Mo.

Pub Date-19 Mar 81

Note-21p.; For a related document, see ED 201 417.

Pub Type- Reports - Descriptive (141)

EDRS Price - MFC1/PC01 Plus Postage.

Descriptors-Change Agents, Change Strategies, Discovery Learning, *Experiential Learning, High School Students, *Leadership Training, *Outdoor Education, Program Design, *Resident Camp Programs, Secondary Education, *Self Actualization, Skill Development, Social Experience, Student Development, Student Leadership, Summer Programs, Teacher Participation, *Urban Youth, Volunteer Training

Identifiers-Camp Miniwanca MI, *National Leadership Conference

The central theme of the 10-day National Leadership Conference (NLC), sponsored by the American Youth Foundation at Camp Miniwanca (Michigan), is to train high school students in leadership for service; its goal is to sharpen service-learning leadership skills of young people and teachers and to encourage their application to transform and serve society. Program goals are worked on through a carefully designed program featuring five distinct elements. A high intensity orientation involves small group activity, outdoor adventure challenges, and small group problem solving. Carefully structured learning experiences consist of seminars with a basic theme related to service-learning, an experience with the particular theme, and exercises to aid in reflection/application or personalization of the lessons learned. Two-hour seminars on a variety of topics are offered during the first half of NLC for the purpose of exposing students to new ideas, options, and skills. Pursuits-of-excellence activities allow students to pursue areas of interest. Learning activities are synthesized through discussions, marathons, banquets, and closing ceremonies. City groups meet toward the end of NLC to brainstorm how they will apply their new leadership skills to school and community service projects. There are also special training conferences for accompanying teachers. (CM)

ED 212 518 SO 013 808

Harter, Charlotte T. And Others

Audiovisual Materials for Teaching Economics. Third Edition.

Joint Council on Economic Education, New York, N.Y.

Report No.-JCEE-288

Pub Date-80

Note-173p.; The first edition of this volume is ED 102 062.

Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 ($4.00).

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Annotated Bibliographies, *Audiovisual Aids, Business Cycles, Consumer Economics, Economic Change, Economic Climate, Economic Factors, *Economics Education, Elementary Secondary Education, Environmental Education, *Films, *Filmstrips, Higher Education, *Media Selection, Monetary Systems, Poverty, World Affairs

The third edition of this catalog, which expands and revises earlier editions, annotates audiovisual items for economic education in kindergarten through college. The purpose of the catalog is to help teachers select sound economic materials for classroom use. A selective listing, the catalog cites over 700 items out of more than 1200 items reviewed. The four criteria used to select audiovisual materials were economic content and analysis, objectivity, interest and effectiveness as a teaching tool, and availability. The materials are organized by the following topical areas: scarcity and choice, the modified market economy of the United States and how it works, economic stability and growth, how economic principles and reasoning are applied to economic problems, and the world economy. Most of the items listed are films and filmstrips. Each annotation contains a description of the audiovisual indicating grade level and questions designed to help teacher and student understand and retain the information in the material being presented. A complete list of all producers and distributors is included. Title and grade level indexes are included. (Author/RM)

ED 212 573 SP 019 501

Bush, Robert N. Bock, John C.

Institutionalization of Educational Change. Case Studies of Teacher Corps' Influence on Schools of Education. Special In-Depth Study II: Institutionalization at Institutions of Higher Education. Final Report.

SRI International, Menlo Park, Calif.
Spons Agency-Office of Educational Research and Improvement (ED), Washington, D.C. Dissemination and Professional Development Programs.
Pub Date-Jan 82
Contract-300-78-0289
Note-403p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Adoption (Ideas), *Change Agents, *Change Strategies, College Faculty, *Educational Change, *Educational Innovation, Federal Programs, Formative Evaluation, Higher Education, Information Utilization, Program Implementation, *Schools of Education, Teacher Attitudes, Teacher Education Programs, Teacher Participation
Identifiers-*Teacher Corps

This final report presents the findings of a study of institutionalization of educational change at four Teacher Corps sites in schools of education. The study investigated and traced the projects' attempts at educational change, and explored the reasons why some changes became part of the regular teacher training program of the schools while others did not. In the report's executive summary, the findings are discussed, and the causes of the overall success of these Teacher Corps projects in creating a lasting impact are explored. Part One of the report presents the background and design of the study. Part Two contains the analysis of the four case studies, each treated individually and anonymously. The institutions and their settings are described, and the faculty-Teacher Corps relationship is delineated. Part Three provides the findings, conclusions, and interpretations of the study results. A bibliography on organizational change is appended. (FG)

ED 212 650 TM 820 024

Quellmalz, Edys And Others
Studies In Test Design: Annual Report.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Nov 81
Grant-NIE-G-80-0112
Note-323p.; For related documents, see ED 211 592 and TM 820 026.
Pub Type- Reports - Research (143) - Collected Works - General (020)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Cost Effectiveness, Criterion Referenced Tests, Elementary Secondary Education, Higher Education, Learning Processes, *Measurement Techniques, Pictorial Stimuli, Research Utilization, Responses, Scoring, Student Placement, *Test Construction, *Testing Problems, *Test Validity, *Writing Evaluation, Writing Instruction, Writing Skills
Identifiers-Inter Rater Reliability

This document contains the following manuscripts: Effects of Alternate Scoring Options on the Classification of Entering Freshmen Writing Competencies,'' by Edys Quellmalz and Eva Baker; Implications of Learning Research for Designing Competency Based Assessment,'' by Edys Quellmalz; Effects of Alternative Discourse and Response Modes on Characterizations of Students' Writing Performance,'' by Frank Capell, Edys Quellmalz and Chi Ping Chou; Problems in Stablizing the Judgment Process,'' by Edys Quellmalz; Effects of Visual or Written Topic Information on Essay Quality,'' by Eva Baker and Edys Quellmalz; Effects of Time and Strategy Use on Writing Performance,'' by Linda Polin; Designing Writing Assessments: Balancing Fairness, Utility and Cost,'' by Edys Quellmalz; The Measurement of Students' Writing Performance in Relation to Instructional History,'' by Marcella Pitts; Measures of High School Students' Expository Writing: Direct and Indirect Strategies,'' by Laura Spooner-Smith; and Alternative Scoring Systems for Predicting Criterion Group Membership,'' by Lynn Winters. (Author/BW)

Read, Sherry
TRIO/Special Services Program Evaluation. Final Report, 1980-81.
Minnesota Univ., Minneapolis. General Coll.
Pub Date-81
Note-234p.
Available from-University of Minnesota, General College, 216 Pillsbury Dr., S.E., Minneapolis, MN 55455.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Academic Persistence, Career Planning, College Bound Students, College Freshmen, College Students, *Developmental Studies Programs, *Educational Counseling, *Federal Programs, Higher Education, *High Risk Students, Low Income Groups, Nontraditional Students, Program Evaluation, Student Characteristics, Study Skills, *Summer Programs, Tutorial Programs, Writing Skills
Identifiers-Exit Interviews, Talent Search, *TRIO Programs, *University of Minnesota, Upward Bound

The TRIO/Special Services Program at the University of Minnesota is described, and a national evaluation of TRIO programs (Upward Bound, Talent Search, and Special Services) is briefly summarized. The TRIO/Special Services Program at the University of Minnesota is located within The General College, which is the open enrollment unit of the university. The program has four components: the integrated course of study, counseling services, tutorial services, and the summer institute. The courses include a survival seminar course, which concentrates on study skills, career planning, and stress management; a writing lab; math courses; and courses in areas such as urban problems, arts and psychology. The summer institute, which is examined in detail, is available for entering low income freshmen during the summer prior to their first fall quarter. During the 1980-81 academic year, TRIO services were used by 248 students. A student survey was administered in the fall of 1980 and readministered in the spring of 1981. It was found that TRIO/Special Services students began college with several handicaps to academic success. They had poor basic skills, low income, and were from nontraditional backgrounds. However, a higher percentage of the TRIO students stayed in school, completing a higher proportion of credits than a low income control group, and maintained a grade point average comparable to the control group. Case studies of two TRIO students, exit reviews, course/instructor evaluations, and an evaluation of the writing lab sequence also are included. (SW)

ED 212 343 JC 820 069

A Rationale for Integrating the Humanities and Business Education in Community Colleges.

Pub Date-81
Note-11p.; Paper prepared as a result of the Community College Humanities Association/National Endowment for the Humanities Summer Institute (Utica, NY, June 7-July 3, 1981).
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business Education, College Faculty, *Community Colleges, Educational Objectives, *Education Work Relationship, *Humanities Instruction, *Integrated Curriculum, Interdisciplinary Approach, Liberal Arts, Teacher Workshops, Two Year Colleges, *Vocational Education, Vocational Education Teachers

Shifts in the enrollments and curricula of two-year colleges over the past 15 years have underscored the need for community college educators to develop a synthesis of career-occupational and liberal arts education. This task is especially important given the career-oriented goals and employed status of most community college students, the essential skills and abilities which liberal education can contribute to career advancement, and the inability of a liberal education alone to promote a full, productive life. Within this framework, a month-long summer institute was sponsored by the Community College Humanities Association to bring together teams of business and humanities faculty from 22 community colleges across the country to discuss ways of integrating business education and the humanities. Each team developed a rationale for implementing this integration at its home institution. These rationales fell into three broad categories: (1) the value inherent in the study of business and the humanities; (2) the value which integrated studies has for the individual, and (3) the value of

integration for business, the individual, and rationale statements developed by institute participants which show the need for such integrative projects and the value which participants attach to the synthesis of business and humanities education. (HB)

ED 212 363 PS 012 624

Kobak, Dorothy, Ed.

Teaching Children to Care.

Evansville Univ., Ind. School of Education.

Pub Date-81

Note-74p.

Journal Cit-Journal of Children and Youth; Fall 1981

Pub Type- Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Altruism, *Curriculum Development, Early Childhood Education, Elementary Secondary Education, Family Life, Global Approach, Humanistic Education, *Moral Issues, *Personality Development, *Prosocial Behavior, Remedial Reading, Teacher Role, *Teaching Methods, *Values Education

Identifiers-*Caring, Love

This issue of the Journal of Children and Youth'' focuses upon caring and related issues. Learning to care is an educational process which includes dialogue periods, creativity techniques, and action projects. When the subject of caring is taught in the educational curriculum on a consistent basis, students have the chance to learn, develop, and practice the capacity for ethical concern, altruism, cooperation, and more. Students, educators, and parents have verified that lessons which focus on caring have improved individual mental health, family living, and friendships, and have provided opportunities to contribute to humane involvement in societal issues such as peace, prejudice, and poverty. (Author/MP)

ED 212 733 UD 022 091

Durga, Ram And Others

Newark School District ESEA Title I Program. Evaluation Report, 1980-1981 School Year.

Newark Board of Education, N.J.

Pub Date-31 Aug 81

Note-328p.; Some tables may be marginally legible due to reproduction quality of original document.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Achievement Gains, Community Involvement, Elementary Secondary Education, English (Second Language), High Risk Students, Language Skills, Mathematics Achievement, *Parent Participation, *Program Effectiveness, Program Evaluation, Reading Achievement, *Second Language Programs, Special Education

Identifiers-*Elementary Secondary Education Act Title I, *Newark School System NJ

This evaluation report of the Newark (New Jersey) School District's ESEA Title I program examines its eight major components as well as student performance in noncognitive areas and parental involvement. Included among the program components are the Language Experience Program (LEP), Computational Skills Project (CSP), Program for English Proficiency (PEP), Pre-kindergarten/Kindergarten Program, Special Education, Education Center for Youth, Project LINK, and Neglected and Delinquent Student Services. Descriptions of the evaluation models used, the Metropolitan Achievement Test, statistical data for both cognitive and noncognitive areas, and a glossary of terms are appended. A summary of findings for each program component is included in the introduction. It was reported that noncognitive objectives in general were not achieved. Parent Participation was found to be restricted to particular program events with considerable differences in parent involvement between public and private schools. (JCD)

ED 212 287 IR 009 994

Larsson, Rolf Sunneback, Jan

3RIP Version 4.0 (Including the EURONET Common Command Language).

Royal Inst. of Tech., Stockholm (Sweden). Library.

Report No.-TRITA-LIB-4071

Pub Date-Oct 81

Note-48p.; For related document, see ED 196 437.

Pub Type- Guides - General (050) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Computer Programs, *Databases, Foreign Countries, *Information Retrieval, Man Machine Systems, *Online Systems, *Programing Languages

Identifiers-*3RIP Text Data Base System, Europe, *Search Commands

Intended for users of the 3RIP text retrieval database, for retrieval system users with a knowledge of the EURONET Common Command Language (CCL), and for 3RIP system managers, this booklet provides a complete description of the 3RIP retrieval system command language. New functions and recent changes in the 3RIP system are summarized, system passwords and command modes are reviewed, the system's standard command vocabularies are described, and the various searching operations of the system are outlined. Record output, system default and format options and designations, the deletion and editing of records, and the development and use of private command vocabularies are also discussed. A section containing advice to managers of 3RIP retrieval systems is also included. System commands are listed in five tables and an index is attached. (JL)

ED 212 307   JC 810 345

Lucas, Jim

Demographic and Market Alternatives Analysis for Foothill-De Anza Community College District.

Foothill-De Anza Community Coll. District, Los Altos Hills, Calif.
Pub Date- 81
Note-48p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Planning, Community Colleges, *Curriculum Development, *Demography, *Educational Change, Educational Demand, *Educational Needs, Employment Patterns, Enrollment Projections, Needs Assessment, Population Growth, *Population Trends, Residential

Patterns, Two Year Colleges, Vocational Education
Identifiers-Market Segmentation

This report presents and analyzes data on the demographics of the Foothill-De Anza Community College District (FDCCD) and suggests four alternatives for meeting existing community needs. After a summary of findings and recommendations, data tables and accompanying text focus on: (1) population projections by age; (2) household size trends and projections; (3) enrollment projections for elementary and secondary schools; (4) residential land available and absorbed; (5) median house costs; (6) median household incomes; (7) age distribution of students enrolled in FDCCD general education courses; (8) district enrollment projections by age; and (9) yield rates, i.e., the percent of students enrolled in relation to the service area population. The paper then presents the four alternatives for meeting the community's needs: to repackage existing programs in formats more acceptable to older students; to develop programs that deal with self-growth and lifestyles; to develop programs to meet the job training needs of students and industry; and to develop programs to meet the general training needs of local industry. Additional tables and text provide information relevant to these alternatives, including data on university extension courses, existing lifestyles and management improvement courses, private schools offering occupational education, industry growth and employment rates, and demand occupations. (KL)

ED 212 325 JC 820 022

Evaluation of ACCESS Programs: Project Search, Veterans Upward Bound, Special Services for Disadvantaged Students.

Cuyahoga Community Coll., Cleveland, Ohio. Office of Educational Evaluation and Market Research Systems.
Pub Date-Oct 80
Note-45p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes, Community Colleges, *Educationally Disadvantaged, *Participant Satisfaction, *Program Evaluation, Questionnaires, Remedial Programs, Student Characteristics, Student Financial Aid, Student Personnel Services, Teacher Attitudes, *Transitional Programs, Two Year Colleges, *Veterans

A survey was conducted to ascertain the views of present and past students and staff and administrators of Cuyahoga Community College's three ACCESS programs: Veterans Upward Bound, Project Search, and Special Services for Disadvantaged Students. Questionnaires sent to current program participants focused on the nature and value of program activities designed as preparation for postsecondary education; satisfaction with various aspects of the programs; and student background and characteristics. Questionnaires administered to former students requested additional information on activities since program participation and assessment of the programs' influence. Administrators and staff were questioned about their understanding of the programs' purpose and asked to appraise program aspects including tutor and counselor activities. They were also requested to recommend changes. Study findings, based on a low response rate of 21%, with especially low responses from current (19%) and former (13%) students, were restricted to Project Search participants and to administrators and staff. These include the following: (1) 95% of the Project Search past participants were helped to enroll in school; however, 46% of these dropped out and did not return; (2) financial assistance services and the staff were rated highly by participants, who also expressed general satisfaction with services; and (3) among the modifications suggested was a change in emphasis from quantity of students to quality of services. The survey instruments are appended. (HB)

ED 212 420 RC 013 152

Bain, Rodney

School Grounds Guide: A Pictured Guide for Identifying Common Organisms Found In and Around the School Ground.

University of Western Ontario, London.

Pub Date-Mar 80

Note-39p.; Trial Edition. Paper copy not available due to author's choice.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Animals, Biology, Discovery Learning, Elementary Secondary Education, *Entomology, Illustrations, *Instructional Materials, *Observational Learning, Outdoor Education, *Plant Identification, Resource Materials, *Science Instruction

Identifiers-Canada, Ontario, *School Yards

Designed for quick, easy identification of some of the most commonly encountered organisms found in and around the school ground, this illustrated guide identifies by a picture and a short biological description the common animals and plants found in and around school lawns, house lawns, parks, fence rows, flower gardens, vacant lots, and foundation plantings. Some of the drawings include a size. The food preferences for the animals are indicated, and the life cycle classification is given for the plants. The organisms are grouped according to the following pattern: small flying animals (dragonflies, mosquitoes, aphids); small non-flying animals (ladybug, spiders, earthworms); big animals (frogs, birds, dogs); non-grass plants (dandelion, clover, plantain); grass-plants (crabgrass, bluegrass, foxtail); fungi (mushrooms); and trees and shrubs (maple, juniper, barberry). A glossary of terms is at the back of the guide. (Author/CM)

ED 212 438 RC 013 173

Wilson, Alfred P.

The Principalship in Rural America.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Jan 82

Contract-400-78-0023

Note-69p.

Available from-ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, $10.00 ea., 10% discount on larger quantities).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrator Responsibility, Career Guidance, Curriculum Development, Declining Enrollment, Inservice Education, Minority Groups, Office Management, *Personnel Management, Population Growth, *Principals, Professional Associations, *Professional Development, Program Evaluation, *Rural Education, Rural Schools, Scholarly Journals, *School Community Relationship, Special Education, Special Programs, Student Evaluation, Teacher Persistence

A review of relevant available literature divides the functions of rural principals into six categories (instruction/curriculum leadership, personnel guidance, school/community relations, administrative responsibilities, evaluation, professional improvement) and provides suggestions on helpful material for each. Recent research on principals and efforts concentrating on rural schools are briefly described. The section on instructional/curriculum leadership cites four perspectives on the topic, discusses the status quo and solutions, lists helpful books, and describes material for rural programs for students with special needs (gifted/talented, bilingual/non-English speaking, migrant/racial minority students; early childhood education; special education). Under personnel guidance, staff consideration (development, inservice training) and student consideration (career materials, discipline) are covered. The school/community relations chapter considers political skills, problems and dilemmas, community ownership of schools, and rapid growth. An evaluation section describes literature on evaluating student progress and effectiveness of programs. Under administrative responsibilities (primarily coordination) general handbooks for principals and some works on topics of importance to rural principals (rapid growth, declining enrollments, time/resource management, service agencies) are evaluated. The professional improvement section covers organizations, journals, inservice education, and other materials of interest. A major conclusion is that material specifically intended for rural principals is very scarce. (MH)

ED 212 478 SE 036 089

Wagner, Sigrid, Ed. And Others

Modeling Mathematical Cognitive Development.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Jan 81

Contract-400-78-0004

Note-152p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.50).

Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Abstract Reasoning, *Cognitive Development, *Cognitive Processes, Individual Characteristics, Information Processing, *Learning Theories, *Mathematics Education, Mathematics Instruction, *Models, Problem Solving, Psychological Characteristics

The papers contained in this document were originally presented at the May 1978 conference on Modeling Mathematical Cognitive Development sponsored by the Models of Learning Mathematics Working Group of the Georgia Center for the Study of Learning and Teaching Mathematics. Most have been revised to reflect comments and suggestions made at the meeting. The view of models presented includes the thinking of representatives of psychology, science, educational psychology, and philosophy, as well as mathematics educators. The efforts of those outside of mathematics education towards modeling as represented in this work are seen to be of great assistance in moving towards better models. Individual papers are titled: (1) What is a Model? Modeling and the Professions; (2) The Conception and Perception of Number; (3) Cognitive Microanalysis: An Approach to Analyzing Intuitive Mathematical Reasoning Processes; (4) An Information Processing Approach to Research on Mathematics Learning and Problem Solving; and (5) Reflections of Interdisciplinary Research Teams. Reactions to the first four titles are included. (MP)

ED 212 500 SE 036 369

Jeske, Walter E., Ed.
Economics, Ethics, Ecology: Roots of Productive Conservation.
Soil Conservation Society of America, Ankeny, Iowa.
Report No.-ISBN-0-935734-07-4
Pub Date-81
Note-447p.; Based on material presented at the Annual Meeting of the Soil Conservation Society of America (35th, Dearborn, MI, August 3-6, 1980).
Available from-Soil Conservation Society of America, 7515 N.E. Ankeny Rd., Ankeny, IA 50021 ($10.00).
Pub Type- Books (010) - Reports - General (140) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-*Conservation (Environment), Conservation Education, *Ecology, *Economics, Energy, Environment, Environmental Education, *Ethics, Futures (of Society), Higher Education, Land Use, Natural Resources, Physical Environment, *Soil Conservation, Technology, *Water Resources
Identifiers-Environmental Ethic, *Environmental Management

Forty-seven articles represent most of the papers presented at the annual meeting of the Soil Conservation Society of America. The conference addressed the facts and values from economics, ethics, and ecology as they pertain to critical issues in land and water conservation in North America. Part I includes discussions of economic realities, ethical perspectives, and sustained use of natural resources. A number of prominent natural resource leaders then look closely at three issues confronting North American nations: land planning (Part II), water management (Part III), and the implications of energy development for land and water (Part IV). Each part includes the summary of a roundtable discussion that involved meeting registrants. Part V reports on five major resource-oriented assessments sponsored by the U.S. government and presents futurist Robert Theobald's ideas about what natural resource professionals can do to influence the course of political events. Parts VI through XI consist of papers that discuss a number of current resource issues in the context of economic realities, ethical values, and ecological principles. (Author/DC)

ED 212 536 SO 013 846

Burton, Warren H. And Others

Major Curriculum Units in Black History for Elementary & Junior High/Middle School Teachers

Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date-Jun 81
Note-77p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Black Achievement, *Black History, *Black Influences, Black Studies, Elementary Education, Integrated Activities, Intermediate Grades, Junior High Schools, *United States History

This publication outlines the role of the blacks in U.S. history. It is intended as an aid to elementary, middle, and junior high school teachers. The outline is organized by the following areas: The Role of the Negro in American History (1422-1790); Exploration and Colonization (1450-1763); Significant Events (1781-1796); (1796-1850); (1820-1877); (1870-1910); (1898-1920); (1920-1940); (1941-1968); Establishment of the Nation (1781-1796); Problems of a New Nation (1795-1836); Civil War and Reconstruction (1820-1877); Building an Industrial Nation (1870-1910); Reform in America (1870-1910); Rise of the United States as a World Power (1898-1920); America Between Two Wars: Prosperity and Depression (1920-1940); World War II and Beyond (1941-present); and Black History Timeline. (Author/RM)

ED 212 592 SP 019 588

Nutrition Education Today. A Curriculum Development Project.

California State Dept. of Education, Sacramento.; Fresno City Unified School District, Calif.
Pub Date-81
Note-43p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.50).
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents, Behavior Patterns, Consumer Education, *Curriculum Development, Dietetics, Drug Abuse, Eating Habits, Employment Opportunities, Food Service, *Foods Instruction, *Health Materials, High Schools, *Nutrition Instruction, Physical Fitness

Nutrition Education Today is a state-funded curriculum project that addresses the behavioral aspects of nutrition as well as the nutritional knowledge of secondary school students in California. The curriculum design for the Nutrition Education Today project is a result of the efforts of a statewide task force of specialists in the area of nutrition. This publication provides the generalizations on which teaching modules on nutrition and food use are currently being developed and field tested by consumer and homemaking education instructors from six high schools and one continuation high school in California. Upon validation, these teaching modules will be published and disseminated. The generalizations are broad summary statements that can serve as a stimulus to ideas. The curriculum topic areas are: (1) food habits and choices; (2) consumer competencies; (3) physical fitness and food; (4) nutrition and life processes; and (5) careers in foods and nutrition. A section is included listing food use resource materials and suggested resources for information on nutrition. (JD)

Massanari, Patricia, Comp.
Teacher Center Directory. Directors and Policy Board Members from Higher Education.
American Association of Colleges for Teacher Education, Washington, D.C.; Glassboro State Coll., N.J. Southern New Jersey Regional Teacher Center.
Spons Agency-Officer of Elementary and Secondary Education (ED), Washington, D.C. Teacher Centers Div.
Report No.-ISBN-0-89333-025-6
Pub Date-Nov 81
Grant-G007804056
Note-46p.; For related document, see ED 202 856.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Faculty, *Federal Programs, Higher Education, *Teacher Centers

This directory of federally funded teacher centers supplements "The Role of Higher Education in Teacher Centers,'' published in 1981 by the American Association of Colleges for Teacher Education and the Southern New Jersey Regional Teacher Center. Included in this document are all teacher centers funded in 1980-81 or 1981-82 by the Teacher Center Division of the U.S. Department of Education a total of 108 centers. Each entry lists the center, its address and telephone number, the director in the fall of 1981, and the names and addresses of the policy board members from institutions of higher education. (JD)

ED 212 671 TM 820 114

Samejima, Fumiko Changas, Paul S.

How Small the Number of Test Items Can Be for the Basis of Estimating the Operating Characteristics of the Discrete Responses to Unknown Test Items.

Tennessee Univ., Knoxville. Dept. of Psychology.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-ONR-RR-81-3

Pub Date-Nov 81

Contract-N00014-77-C-0360

Note-94p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Latent Trait Theory, *Mathematical Models, *Methods, Regression (Statistics), Test Construction, *Test Items

Identifiers-*Operating Characteristics Estimation, Robustness, *Tailored Testing, Test Length

The methods and approaches for estimating the operating characteristics of the discrete item responses without assuming any mathematical form have been developed and expanded. It has been made possible that, even if the test information function of a given test is not constant for the interval of ability of interest, it is used as the Old Test. The original Old Test consists of 35 test items with three item score categories each. In the present study, the combination of approach (Simple Sum Procedure of the Conditional P.D.F. Approach) and method (Normal Approach Method) were experimented upon. Several subtests of the original Old Test, which contain fifteen or less test items each, were used to find out if each of them can still be used as the Old Test, which maintains the accuracy of estimation reasonably high. (Author/GK)

ED 212 693 UD 021 685

Comer, James

The New Haven School Intervention Project.

Spons Agency-Horace Mann Learning Center (ED), Washington, D.C.
Pub Date-5 Jun 80
Note-20p.; Paper presented at the Strategies for Urban School Improvement Workshop Series (Washington, DC, June 5, 1980).
Pub Type- Reports - Evaluative (142) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, Child Development, Curriculum Development, Educational Environment, *Educational Improvement, Elementary Education, *Inservice Teacher Education, Interpersonal Competence, *Low Achievement, *Mental Health Programs, *Parent School Relationship, *Resource Staff
Identifiers-*New Haven Public Schools CT

This paper reviews a New Haven, Connecticut school intervention project as a model for replication in other schools. The functions of a school advisory committee, parent participation, a mental health team, and a social skills curriculum are described as the principal components of the project. The need for preservice as well as inservice training for staff development is discussed with emphasis on the role of a primary resource person who, as a social science educator, would act as a change agent in the schools. It is suggested that there be three elements of training: (1) a research project in which teachers and administrators receive instruction in research methodology and its application and utilization in school problem solving; (2) staff seminars on child development, applied mental health practices, and curriculum development; and (3) a staff practicum for principals. (JCD)

ED 212 714 UD 022 067

Summer Jobs for Youth '81 Program. Final Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-New York State Education Dept., Albany. Bureau of School Libraries.

Pub Date- 81

Note-22p.

Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disadvantaged Youth, High Schools, *Job Training, School Business Relationship, Secondary School Students, *Student Attitudes, Student Evaluation, Summer Programs, Surveys, *Work Experience Programs, *Youth Employment

The Summer Jobs for Youth Program (1981) was established by the New York City Partnership to develop private sector summer jobs for economically disadvantaged youth. The evaluation of the program was based upon a telephone survey of company executives, job site supervisors, youth workers who participated in the program, companies who made summer job commitments and later cancelled them, and participants in the 1980 program who chose not to participate in 1981. The survey found that young workers were the most cooperative respondents, whereas employers who cancelled job orders were the most reluctant respondents. The majority of youth workers rated each of nine areas of the job experience as excellent or good. The large majority of company executives and job site supervisors reacted positively to the program. The majority of company executives and workers said they would participate in a similar program the following year. The majority of job site supervisors said that the young workers' performance was average or better than average. (JCD)

ED 212 264 IR 009 970

Hosel, Harold V. Kunselman, Joan D.

Library Research Strategies.

California Univ., Riverside. Library.

Pub Date-80

Note-96p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-College Libraries, Higher Education, *Humanities, *Information Seeking, Library Instruction, Research Libraries, *Search Strategies, *Social Sciences, *Student Research

Identifiers-University of California Riverside

Intended primarily for students in the humanities and social sciences at the University of California, Riverside, this text offers an integrated approach to library research strategies and basic bibliographic resources which is also applicable in other research libraries. The text is designed to provide the basis for a formal course in library research strategies and bibliography. Chapters are devoted to: (1) Research Strategies and Introductory Sources, (2) The Card Catalog as a Basic Research Tool, (3) Evaluation and Book Reviews, (4) Indexes, (5) Bibliographies, (6) Criticism, (7) Government Publications, and (8) Maps and Microforms. A glossary of library terms is appended. (RAA)

ED 212 211 HE 014 690

Stilwell, Doris N. And Others

Social Work Education: Accessible to the Handicapped?

Pub Date- 81
Note-24p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accessibility (for Disabled), Admission Criteria, Ancillary School Services, *College Admission, College Students, *Disabilities, Graduate Study, Hearing Impairments, Higher Education, Physical Disabilities, Physical Mobility, *Professional Education, Sensory Aids, *Social Work, *Structural Elements (Construction), Student Needs, Undergraduate Study, Visual Impairments

A survey of professional training programs accredited by the Council on Social Work Education was conducted to determine the degree to which the institutions and programs are accessible to students with handicaps. Responses to a 34-item questionnaire were obtained from 21 to 40 graduate programs, 91 of 230 undergraduate programs, and 20 of 46 combined programs. Approximately 93 percent of the schools reported admitting all applicants, regardless of their disability. However, implementation of institutional and program admission policies was less consistent. About half of the schools indicated having a written admission policy, and about 70 percent reported the use of flexible admission policies either written or unwritten. All but 10 of the schools have a program or service especially designed to assist students with visual impairments. A majority of the reporting programs have made an effort to develop social programs and services for social work students with handicaps. Challenges facing students with auditory handicaps include: no telephones with amplifiers at about 42 percent of the schools. Nearly 80 percent indicated that entrance ramps are available for half or more of their buildings. Information is also presented on designated parking, curb cuts, living areas, elevators, libraries, and other architectural features. Recommendations include providing information about accessibility features in catalogs and publications and expanding an active human services program for handicapped students. (SW)

ED 212 245 HE 014 757

Fingar, Thomas Reed, Linda A.

Survey Summary: Students and Scholars from the People's Republic of China in the United States, August 1981.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China.; National Association for Foreign Students Affairs, Washington, D.C. China Education Clearinghouse.

Pub Date-Sep 81

Note-55p.

Available from-U.S.-China Education Clearinghouse, 1860 19th Street, N.W., Washington, DC 20009 ($1.00 each, 5 for $2.00; 10 for $3.50).

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Admission, College Faculty, *College Students, English (Second Language), *Foreign Students, Graduate Students, Higher Education, Intellectual Disciplines, International Educational Exchange, Majors (Students), Researchers, School Surveys, Student Exchange Programs, *Study Abroad, *Teacher Exchange Programs, Undergraduate Students

Identifiers-*China, *United States

A survey of 313 American colleges and universities thought to have accepted students and/or scholars from the People's Republic of China (PRC) was conducted in March 1981 by the U.S.-China Education Clearinghouse. Usable responses were received from 164 institutions. The responses indicated that a total of 3,467 PRC students and scholars were served from 1978 through 1981. Of this total, 399 were undergraduates, 656 were graduate students, and 1,945 were visiting scholars. Twenty-six percent of the scholars and students from China attend schools in the Far West (primarily in California); the next heaviest concentrations are in New York, New England, and the upper Midwest). Most students and scholars from China are concentrated in relatively few schools. A large majority of all PRC students and scholars are in mathematics, physical science, or engineering disciplines; a far smaller proportion are in the life sciences. However, graduate students in the humanities have increased from 0.5 percent in 1979-80 to 15 percent in 1981-82. Sixty-five percent of the PRC scholars on American campuses in 1979-81 were fully supported by the Chinese government and an additional seven percent received partial support. Additional information covers: English language skills, admissions policies and procedures, visas, and agreements between Chinese and American institutions. (SW)

ED 212 364 PS 012 625

Sinanoglu, Paula A., Ed. Maluccio, Anthony N., Ed.

Parents of Children in Placement: Perspectives and Programs.

Connecticut Univ., Storrs. School of Social Work.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No.-ISBN-0-87868-181-7

Pub Date-81

Grant-90-C-1441

Note-475p.

Available from-Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003 (Hardcover, $15.95; paperback, $10.95. Add $1.50 shipping).

Pub Type- Collected Works - General (020)

Document Not Available from EDRS.

Descriptors-Adoption, American Indians, Burnout, *Caseworker Approach, Child Welfare, Ecology, Emotional Experience, Ethnic Groups, *Foster Children, *Foster Family, Legal Problems, *Parent Child Relationship, *Parent Participation, Parent Role, Poverty, Program Descriptions, Role Models, Social Workers, Teaching Methods

Identifiers-*Natural Parents, Permanency Planning (Foster Care), Placement (Foster Care)

Addressed primarily to direct service personnel and others interested in direct work with parents, this book includes a collection of articles reflecting different perspectives on and approaches to parents involved with the foster care system. Following introductory chapters which examine the emerging focus of interest on parents of children in placement and the role of the caseworker in working with parents of such children, the book is divided into the following sections: perspectives of early child welfare professionals on the topic; discussions from an ecological perspective on the topic; discussions from a sociocultural perspective on the topic; examinations of pertinent legal issues; viewpoints on the importance of parents for children in placement; viewpoints on the impact of child placement on parents; perspectives on programs and methods of working with parents; and discussions of special aspects of child welfare, including worker burnout and parent-child visitation. Each section is prefaced by a brief discussion of the particular readings and their relevance, as well as suggestions for further reading. (Author/MP)

ED 212 383 PS 012 653

Boyd, R. M.

Talented Pupil's Transition from Primary to Secondary Schooling. Unit for Child Studies Selected Papers Number 11.

New South Wales Univ., Kensington (Australia). School of Education.

Pub Date-81

Note-14p.; For other papers in this series, see ED 204 029-037 and PS 012 652-660.

Available from-Unit for Child Studies, School of Education, University of New South Wales, P.O. Box 1, Kensington, NSW 2033, Australia ($2.00; payment should be made in Australian dollars).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, Elementary Secondary Education, *Expectation, Foreign Countries, *Secondary Schools, Sex Differences, *Student Adjustment, *Student Attitudes, Student Problems, *Talent

Identifiers-*Australia (New South Wales)

Results from an ongoing study investigating talented pupils' adjustment to high school and their attitudes and expectations about high school are reported. In 1979, 57 pupils, identified by their teachers and testing procedures as academically talented, were asked to complete a questionnaire which sought information on how easily they had adjusted to the high school. In 1981 a second group of 57 talented pupils, selected in the same ways as the first group, were asked to complete a checklist on their expectations about high school. In general, results from both studies indicated that academically talented children had problems adjusting to the new high school environment, and that they entered the high school with high expectations and were looking forward to the work being hard enough to make them think. (Author/MP)

Cossaro, Karen
Rural Education Programs That Work. Sharing Ideas.
Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-81
Note-72p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Adult Literacy, Career Exploration, Career Planning, *Community Education, Cooperative Education, Information Sources, Literacy Education, *National Programs, Postsecondary Education, Program Descriptions, *Rural Education, Rural Schools, Secondary Education, Small Schools, *State Programs, *Vocational Education

Compiled for the purpose of encouraging the sharing of ideas concerning viable rural education programs, this manual provides descriptions of activities in the fields of adult, community, and vocational education which have been successful in serving rural populations. The information is divided into three areas: state projects, national projects, and informational resources. Each entry includes the name of the state which sponsors the program, the program title, a program description, and a contact person. The adult education programs primarily focus on adult basic education and literacy education. The community education programs are geared to meet the needs of the community which they serve. The vocational education programs cover various fields, including business management, nursing, industrial arts, farm management, home economics, and vocational guidance. The scope of the national programs includes entrepreneurship training, agricultural occupations, vocational teacher education, rural career guidance, vocational education for Indian populations, programs for the handicapped, and workshops for community development. The last section lists informational resources. (CM)

ED 212 457 RC 013 203

Juel, Connie Roper/Schneider, Diane
Teacher Psychology in Two Small Mexican-American School Districts.
Pub Date-Feb 82
Note-16p.; Paper copy not available due to publisher preference.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Age Differences, Classroom Techniques, Comparative Analysis, *Decoding (Reading), Elementary Secondary Education, *Interprofessional Relationship, Mexican American Education, *Mexican Americans, Phonics, Professional Continuing Education, *Professional Development, *Stress Variables, Student Attitudes
Identifiers-*Texas (Anthony), *Texas (Canutillo)

In order to understand teachers' perceptions of their school, students, and community, a questionnaire was administered to 125 teachers in the Canutillo (Texas) school district and 25 teachers in the adjacent Anthony (Texas) school district. The questionnaire elicited information of teachers' perception with regard to content knowledge, classroom management, interprofessional relations, special education, issues, curriculum, and professional and personal information. Some questions were given to both teachers and students. On the whole, teachers showed little enthusiasm for more training and seemed more concerned with obtaining further certification than increasing classroom skills. Younger teachers appeared both more confident in their work and more willing to further their training. Teacher stress was the educational issue of most concern. Teachers felt that they were in a professionally stressful situation without any strong group support for empathy, and seemed to find problems when interacting with other teachers. Two-thirds of the teachers liked the subject they were teaching and were comfortable with their professional role and cultural identity. Over half favored participating in a program directed at changing students' attitudes toward school. Only one-third felt informed about the goals of the school district. Results indicated that teachers and students had different perceptions of which subjects were important. (CM)

ED 212 519 SO 013 809

Global Education. Curriculum Handbook. Social Studies.
Livonia Public Schools, Mich. School of Global Education.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-81
Note-47p.; For a related document, see CS 206 657.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Course Descriptions, Educational Objectives, *Global Approach, *History Instruction, *Humanities Instruction, *Interdisciplinary Approach, Learning Activities, Literature, Resource Materials, Secondary Education, *Social Studies, United States History, World Affairs, World History, World Problems

This handbook outlines three courses with a global approach which have been implemented in the Livonia Public Schools, Livonia, Michigan. Existing global realities the growing interdependence of nations and peoples, the depletion of nonrenewable resources, and the ominous world food problem make it imperative that schools teach global studies. The first course focuses on world history and explores the chronological development of man and civilization from his primitive beginnings to his present complex world, with emphasis on global interdependence and its many facets. The second course deals with U.S. history, showing the merger of many diverse people and cultures and the resultant change from a traditional society to a modern society. Also, it compares this growth to show our dependence/interdependence politically, economically, and socially from/to traditional and modern societies in other parts of the world. The third course examines specific global issues of the teacher's choosing. Each of the three outlines contains a brief description of the course, general objectives, and suggested materials. Unit outlines indicating specific objectives, and sample activities are then provided for each course. The many and varied activities involve students in reading and discussing literature, making outlines, conducting research, listening to guest speakers, taking field trips, constructing maps, writing papers, viewing audiovisuals, and presenting dramas. (Author/RM)

ED 212 555 SP 019 016

Kepner, Henry S., Jr. Nelson, Robert W.

Creating Conditions for Professional Practice in Education.

Pub Date- 81
Note-36p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Beginning Teachers, *Educational Environment, Field Experience Programs, *Job Satisfaction, Stress Variables, Student Teaching, Teacher Attitudes, Teacher Burnout, *Teacher Education, Teacher Orientation, Teacher Persistence, *Teaching (Occupation), Teaching Conditions, *Vocational Adjustment

Educators should know the components of the school situation before they enter the profession. To establish a work setting conducive to professional development, the educator must work within the community, the school district organization, the school itself, the teaching program, and professional development activities. These components should form an interrelated network that enhances and motivates all participants in the educational process. School-based programs can use community or local industry resources, emphasizing the integral part played by the school in the community. Those responsible for providing a range of preservice experiences for prospective teachers should help them become aware of the school climate and how to adjust to it. Through field experiences, student teaching experiences, and supportive counseling in the beginning years, the adjustment to the teaching profession can be effectively monitored. The school climate must be a continual factor in stimulating professional growth if teacher burnout is to be avoided. Such methods as rotating assignments, sharing office space, annual goal-setting, constructive evaluation, and a responsible reward structure can be used to increase and continue professional development. (FG)

ED 212 574 SP 019 507

Carrino, Michael

A Description of the Teacher Advisor Program at the Washington West Resource Center.

Washington West Resource Center, Waitsfield, Vt.

Spons Agency-Far West Lab. for Educational Research and Development, San Francisco, Calif. Teachers' Centers Exchange.

Pub Date-81

Note-35p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Consultants, Faculty Development, *Guidance Personnel, *Helping Relationship, *Inservice Teacher Education, *Peer Counseling, Program Development, *Resource Staff, *Teacher Centers, Teacher Effectiveness

Identifiers-*Washington West Resource Center VT

The role of advisors at Washington West Resource Center (Vermont) is described in this report as providing professional and personal support to teachers. Advisors and teachers in this program work together on such topics as curriculum development and implementation, classroom organization, specific skills development, materials and acquisitions, and relationships with parents, principals, and colleagues. Advisors work with teachers at the teachers' request and have no evaluative or supervisory function. In February, 1980, a Teacher Advisor Internship Program was implemented in order to increase advisory services to schools and to provide an opportunity for regular classroom teachers to become involved in advisor work. These interns met with the center's staff at regularly scheduled times to share their experiences, pose questions, and examine the general effectiveness of the program. They kept journals which were used to describe specific teacher-advisor contacts as well as a log which indicated the amount of time spent doing advisory work. Brief sketches of three interns' teaching backgrounds are given as well as descriptions of activities and quotations from the journals. A list is appended of methods advisors used in acting as participant-observers, such as improving school climate, motivating and enabling teachers' pursuit of professional improvement, enabling teachers to articulate their values and goals, and extending the services of a teachers' center to other schools. Program statistics and samples of forms used in the program are also appended. (JD)

ED 212 613 SP 019 640

Lamb, Charles E. Montegue, Earl J.

Variables Pertaining to the Perceived Effectiveness of University Student Teaching Supervisors.

Pub Date-Feb 82

Note-20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (5th, Austin, TX, February 11-13, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cooperating Teachers, Elementary School Teachers, Higher Education, Preservice Teacher Education, Student Evaluation of Teacher Performance, *Student Teachers, *Student Teacher Supervisors, Student Teaching, *Supervisor Qualifications, Teacher Certification, Teacher Improvement, *Teacher Supervision, *Teaching Assistants, Teaching Experience

This paper reports on two studies in which the effectiveness of two types of student teacher supervisors was rated by cooperating teachers and by student teachers. The first study examined cooperating teachers' and student teachers' perceptions of specific performance aspects of university (college faculty) supervisors and of teaching assistants. The cooperating teachers and student teachers rated differences between the university supervisors and teaching assistants in terms of their helpfulness in developing the skills of student teachers. The performance differences between the two types of supervisors were seen by both the cooperating and the student teachers as minimal. The procedures in the second study were similar to those in the first. The qualifications of elementary teaching experience, elementary certification, and supervisory experience were tested as criteria for supervisor effectiveness. Both the cooperating and the student teachers found significant differences for supervisors with certification and previous supervisory experience; previous classroom experience was not perceived as a key to effective student teacher supervision. Data in the findings seem to raise questions about certain long-held beliefs about qualifications for effective student teacher supervision. Answers to the questionnaire, which gathered the test data from 318 cooperating teachers and 264 student teachers, are displayed in tabular form. (FG)

ED 212 651 TM 820 036

Johnson, Carl I.

District Utilization of New Jersey Minimum Basic Skills Test Results. Occasional Papers in Education.

New Jersey State Dept. of Education, Trenton. Div. of Operations, Research, and Evaluation.

Pub Date-81

Note-55p.

Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Competency Based Education, Elementary Secondary Education, *Program Effectiveness, *School Districts, State Programs, Surveys, *Test Use

Identifiers-*New Jersey Minimum Basic Skills Program

The New Jersey Minimum Basic Skills (MBS) testing program is the result of 1976 legislation. The major purpose, aside from establishing a uniform standard of pupil proficiency, has been to provide local districts information on individual pupil proficiency and identify program strengths and weaknesses. To better meet the needs of local districts, a survey was constructed to gauge the usefulness of the MBS tests and the various test score reports and reporting formats associated with the state testing program. The survey, which was sent to each district superintendent in May 1980, focused on: (1) program changes; (2) instructional changes; (3) administrative changes and (4) dissemination of information. For each of the first three areas, responses to the various questions were requested only if the MBS tests were used to make decisions resulting in changes. This document offers a thorough interpretation of all the findings, by school districts, in the survey. (Author/CE)

ED 212 228 HE 014 719

Trent, Robert H. Fendley, William R., Jr.

Some Comments on the Methods for Establishing Numerical Hiring Goals by Government Contractors as Required by Federal Regulations.

Pub Date-Oct 81

Note-19p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affirmative Action, *Compliance (Legal), Contracts, Employment Practices, *Equal Opportunities (Jobs), Evaluation Methods, *Federal Regulation, Females, Higher Education, Job Applicants, *Labor Utilization, Minority Groups, Personnel Policy, Quotas, Standards, Statistical Analysis, Surveys, Use Studies

Identifiers-*Department of Labor

An affirmative action requirement for government contractors imposed in 1974 by the Office of Federal Contract Compliance Programs (OFCCP) of the U.S. Department of Labor is reviewed from the point of view of a government contractor, especially an institution of higher education. The eight factor analysis requirement is designed to provide the numerical availability standard against which the current utilization of minorities and females by job groups is compared, and to provide the basis of setting specific numerical hiring goals and timetables that are required in all affirmative action programs under current regulations. Seven specific issues regarding the eight factor analysis, which were announced in July 1981 for public comment, are examined, including: the question of which factors should be retained, altered, or dropped, and the usefulness of 1980 Census data for incorporation into the analysis of availability. It is proposed that the eight factor analysis requirement be eliminated and that revised regulations should provide: (1) that a contractor will perform a utilization and availability analysis of the job groups in its work force; (2) that availability estimates will be based primarily upon the principle of possession of requisite skills; (3) that such estimates will be determined by the contractor using documented and verifiable data; and (4) that such estimates may be subject to review for reasonableness by OFCCP. OFCCP should concentrate on developing national and state data for use by contractors as guidelines in determining availability estimates relevant to their workforces. An example of a university's numerical calculations required by OFCCP to derive availability estimates is appended. (SW)

ED 212 265 IR 009 971

Athanassiades, John C.

The Management of the Knowledge Revolution.

Pub Date- 78

Note-18p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administration, *Information Processing, *Information Scientists, *Information Systems, *Knowledge Level, Library Acquisition, Library Administration, Library Collections, *Revolution

This essay on the management of information presents areas of agreement and disagreement about the knowledge revolution'', its general effect on the world population, and its particular effect on libraries and other information systems, as well as on those who are charged with its management. The myth of Adam and Eve is used to symbolize the restricted or forbidden aspects of obtaining information, while Prometheus represents the encouragement to seek out and gather information. Two alternative themes are thus suggested: reduce the need for information, or increase the capacity for its processing. The discussion focuses on librarians and other information managers as general knowledge managers, with the image of knowledge specialists for particular organizations, whose function would be to identify, find, and deliver appropriate information to the teams or institutions they would serve. (RAA)

ED 212 288 IR 009 995

Hiscox, Michael D. And Others

A Synopsis of Educational Technology Design and Implementation Concerns.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-Alaska State Dept. of Education, Juneau.

Pub Date-Apr 81

Note-62p.

Pub Type- Information Analyses (070) - Opinion Papers (120) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Check Lists, Costs, Decision Making, Diffusion, *Educational Innovation, *Educational Technology, Elementary Secondary Education, Instructional Design, Learning Processes, *Statewide Planning

Identifiers-*Alaska

This synopsis of educational technology concepts and opinions was written as part of a project to investigate how, if, and when innovative technology, particularly videodiscs, should be incorporated into Alaska's educational system. After reviewing the status and methods of educational technology, it is concluded that: (1) educational technologists do not agree on the critical elements of their discipline; (2) educational technology does not have a common knowledge base that can be used to avoid the pitfalls encountered in earlier projects; (3) educational technologists cannot cite large numbers of successful projects which demonstrate the value of their skills; (4) the optimism that was present during earlier educational technology projects is largely gone, replaced by a great concern for the practical; and (5) the success or failure of educational technology projects may depend on factors that cannot be controlled by project developers. It is pointed out that, in the absence of an encouraging history, the decision to support an expanded educational technology in Alaska's schools would be essentially a gamble, based more on future promises than past successes. A checklist of educational planning considerations is appended. (LLS)

ED 212 344 JC 820 071

Coller, Richard W. Summers, John Mark

Cross-Cultural Training in the Community College Curriculum.

Pub Date-81

Note-22p.; Paper presented at the Conference of the National Association for Asian and Pacific American Education (Honolulu, HI, April 23-24, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, Course Content, *Course Objectives, *Cross Cultural Training, *Cultural Awareness, Cultural Exchange, *Field Instruction, *Intercultural Programs, Multicultural Education, Program Descriptions, Program Development, Student Development

Identifiers-*University of Hawaii Kauai Community College

While technological advances have transformed man's social and cultural environment and increased the interconnection between individuals and cultures, they have not in themselves led to a deeper understanding of other cultures. Educational programs can play an important role in remedying this defect and in developing students' sensitivity to other cultures as well as promoting an increased awareness of world issues. Within this framework and within the context of dramatic socioeconomic changes in Hawaii, a course in intercultural communications was developed at Kauai Community College. An existing model was adapted to the particular needs and conditions of the college and community, resulting in: (1) the adoption of a workshop format; (2) offering the course for credit; (3) the inclusion of a significant amount of the theory and principles of intercultural communication; and (4) the integration into the course of a weekend camping retreat which emphasized participation, communal involvement, and sharing of cross-cultural information. The course sought to increase the awareness, understanding, respect, and appreciation of cultural differences through discussions on common social experiences (e.g., friendship, male/female roles, and family patterns) and through the interaction of participations with different cultural backgrounds. During the ten years that the course has been offered, a great variety of students have participated in the course and endorsed it enthusiastically. (HB)

ED 212 479 SE 036 090

Matthews, George E.

Verbalizing Mathematics Using APL.

Pub Date-Oct 81
Note-15p.; Paper presented at the Annual Meeting of the American Mathematical Association of Two Year Colleges (New Orleans, LA, October, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Mathematics, *Computer Programs, Computer Science, Educational Technology, Higher Education, *Mathematical Vocabulary, *Mathematics, *Mathematics Education, Mathematics Instruction, Problem Solving, *Programing, Proof (Mathematics)
Identifiers-*APL Programing Language, *Computer Uses in Education

The nature of A Programing Language'' (APL) is viewed as unambiguous, consistent, and powerful. It is based on the notion of functions as imperative verbs, and is used by a small but growing number of mathematicians and computer programers. Three areas of mathematical activity are addressed: calculation of arithmetic expressions, evaluation of algebraic formulas, and computation of algebraic processes. The uses of APL in each of these areas is illustrated by elementary examples. Because of its design as a language rich in primitive functions, with extensions created by operators and user-defined functions, APL is seen as a powerful tool for mathematical exposition. (MP)

ED 212 537 SO 013 855

Reviews of National Policies for Education: Yugoslavia.
Organisation for Economic Cooperation and Development, Paris (France).
Report No.-ISBN-92-64-12270-2
Pub Date-81
Note-153p.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W. Washington, DC 20006 ($9.50).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Education, Decentralization, *Educational Change, *Educational Development, Educational Finance, *Educational Policy, *Educational Practices, Elementary Secondary Education, Equal Education, Foreign Countries, Higher Education, Multilingualism, Postsecondary Education, Socialism, Vocational Education
Identifiers-Marxist Approach, *Yugoslavia

The educational policies of Yugoslavia are presented in this report by examiners from the Organization for Economic Cooperation and Development (OECD). A comprehensive report on all aspects of education in Yugoslavia was used as their frame of reference; data were collected by them from a two-week tour of the country. The volume is divided into three parts the examiners' report; the record of the review meeting by the OECD Education Committee; and a summary of the report on the conditions, problems, and policies of education prepared by the Yugoslav authorities. Educational development has broadly followed the OECD expansionist trend of ten years of primary and lower secondary education for all young people and a variety of post-school opportunities. After a late start, progress has been rapid with a high rate of expenditure. A general, distinctively Yugoslav education in Marxist doctrine permeates the entire system. A vocational orientation has recently emerged at the secondary and postsecondary level; also, multilingual instruction is made available at formidable cost. Finally, the control of education, unlike other federal countries and Russian etatism, is highly decentralized in accordance with the principle of self-management. A glossary of main concepts and terms used in relation to the social and political systems in Yugoslavia is included. (NE)

Tenth Annual Report to Oklahoma Legislature 1981. A Report to the Legislature In Compliance with Drug Abuse Education Act 1972.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date-81

Note-26p.

Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Compliance (Legal), Drug Abuse, *Drug Education, Educational Legislation, Educational Television, Elementary Secondary Education, Financial Support, Health Education, Inservice Teacher Education, Instructional Materials, *Prevention, *Program Development, *Program Implementation, *Statewide Planning, Tobacco

Identifiers-*Oklahoma Drug Abuse Education Program

A report is given on the status of the Drug Abuse Education Program mandated by the state of Oklahoma. Recommendations for further improvement, modification, or additional legislation are also presented. The introduction presents basic premises about and characteristics of prevention education and, in the light of these premises, the characteristics of successful prevention education programs. Included in the report is information on: (1) the status of implementation of drug education programs in the state; (2) present funding patterns; (3) administrative guidelines for drug education programs; (4) model program developments in specific schools; (5) state and nationally validated programs; (6) instructional materials and strategies through educational television; (7) verification of compliance with state laws; and (8) the goal of the Drug Abuse Education Program. (JD)

ED 212 632 SP 019 713

Chrietzberg, Agnes And Others

Leader's Handbook. Guide for Planning Preservice and Inservice Programs for Secondary Teachers. Physical Educators for Equity.

Eastern Kentucky Univ., Richmond. Dept. of Physical Education.; Education Development Center, Inc., Newton, Mass. Women's Educational Equity Act Dissemination Center.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, D.C.
Pub Date-81
Note-88p.; For related documents, see SP 019 714-720.
Available from-WEEA Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160 (Leader's Guide: $2.50; Set of 7 modules: $8.00).
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Class Activities, Curriculum Development, Educational Resources, Independent Study, Instructional Materials, *Physical Education, Secondary Education, *Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Teacher Attitudes, Teacher Behavior, *Teacher Education

This handbook is designed to accompany seven instructional modules which were developed to help physical educators reduce sex bias in secondary physical education classes. Module topics are: (1) introduction to stereotyping and discrimination; (2) sex-role stereotyping and its effects; (3) biological sex differences; (4) Title IX; (5) curriculum development; (6) teacher behavior; and (7) student performance evaluation. Although the modules are intended for self-instruction, they may be used in teacher workshops and in a variety of classroom settings, including methods courses and student teaching seminars. For each of the modules, activities are presented that include readings and films considered fundamental to the understanding of the topics presented. A reading on each module topic is also provided along with suggested group activities. Supplementary resources are listed, including print materials books, articles, resource lists, journals, and magazines; non-print materials 16mm films, filmstrips, audio cassettes, and multimedia kits; and resource centers organizations, publishers, and projects which are concerned with nonsexist education and women's issues. Each entry in the list is briefly annotated, and suggestions for use are provided. Alternative schedules for studying the modules are suggested, including four- or eight-hour workshops, seven- to eight-hour self-instruction, and selecting certain modules or activities on one topic. (JD)

ED 212 672 TM 820 118

Slem, Charles M.

Modifying the Multiple Choice Test: A Short Answer Option.

Pub Date-25 Aug 81

Note-21p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 25, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Constructed Response, *Essay Tests, Higher Education, *Multiple Choice Tests, Response Style (Tests), *Test Construction, *Test Format, Testing Problems

Over the years many criticisms have been offered against the multiple choice test format. Ambiguous, and emphasizing isolated information, they are also the most difficult objective tests to construct. Over-interpretation is a danger of multiple choice examinations with students picking subtle answers the test makers consider incorrect. Yet, the multiple choice test is a tool offering versatility in measuring educational objectives. It measurers the student's discriminatory thinking, comprehension, application, synthesis, and evaluation. Guessing is minimized and the greater number of items on the exam, the more representative are the sample questions. Perceived ambiguity could allow the scorer to see that the student understood the concept being tested by explaining particular qualifications they perceive and their individual resolutions of the ambiguity. The multiple choice-essay exam (MCE) was developed incorporating a wide right-hand margin so the student could explain alternate answers. This document deals with its development and implementation. (Author/CE)

ED 212 694 UD 021 705

Gittell, Marilyn

Increasing the Participation of Women and Minorities in Educational Research and Development. Final Report.

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Spons Agency-National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.

Pub Date-Sep 80

Contract-400-78-0036

Note-214p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Citizen Participation, College Students, *Community Organizations, Community Services, Educational Research, Females, *Field Experience Programs, Financial Support, Minority Groups, *Nontraditional Education, Program Effectiveness, Program Evaluation, *Research Assistants, *Research Skills, School Community Relationship, Training Methods, Training Objectives

The procedures and outcomes of community research training programs whose participants were mostly women and minority students in Boston, Los Angeles, and Atlanta are examined in this report. Each training program consisted of two phases with emphases on the development of basic research skills and field work experience in community organizations. The discussion of the first phase describes efforts to place participant-observers in recognized academic programs and to develop a model community-research curriculum based on training activities. The second phase is described as a redirection of attention to the learners, not the institutions of learning, which entailed working closely with community organizations engaged in research. The results suggested that community research training should be conducted through community organizations without the requirement of affiliation with a university program. Included in this report is a manual developed for organizations and individuals who wish to engage in research and train themselves. Three appendices contain the core curriculum developed by the program, a handbook on the funding of research, and information about nontraditional programs for community researchers. (JCD)

ED 212 715 UD 022 068

Women Break Through, 1981-1982. Final Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, D.C.
Pub Date-82
Note-27p.; For a related document, see ED 209 408.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Change, Attitude Measures, Career Awareness, Career Choice, *Educational Radio, *Females, Intermediate Grades, Minority Groups, *Nontraditional Occupations, Programing (Broadcast), Secondary Education, Sex Role, Sex Stereotypes, Spanish Speaking, *Student Attitudes, *Teacher Attitudes

Women Break Through'' is a series of radio programs intended to document the experiences of young minority women who had entered the nontraditional or male-dominated occupations. This report reviews the results of an evaluation of the program which focused on student interest, knowledge, and attitudes toward nontraditional occupations as well as teachers' reactions to the program. A career information survey form in both English and Spanish is appended. An analysis of pretest and posttest attitude scores by sex was conducted, and the responses of girls to occupations listed in both tests were examined. Although it was reported that teacher response to the program was favorable, the results of the survey were said to provide no conclusive evidence that the series increased girls' interest or knowledge of nontraditional occupations. It was further suggested that attitude scales in this instance may not have been sufficient measures of evaluation. (JCD)

ED 212 734 UD 022 092

Ogletree, Earl J. Walker, Maria P.

Parental Participation in Bilingual Education: Implications for Its Future.

Pub Date- 78

Note-12p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Measures, *Bilingual Education, Elementary Education, Hispanic Americans, Knowledge Level, *Parent Attitudes, *Parent Participation, Parent School Relationship, *Puerto Ricans, Spanish Speaking

Identifiers-Bilingual Programs, Illinois (Chicago)

In order to determine Puerto Rican parents' understanding of and attitudes toward bilingual education, an attitude inventory was administered to seventy-five parents of children in bilingual programs and seventy-five parents whose children were not in such programs. Parents whose children were in bilingual programs were found to have a higher identity with and greater knowledge and expectations of bilingual education than parents of children who were not in a bilingual program. The results suggest that a number of measures should be taken to increase parent participation in and understanding of bilingual education: (1) improve the dissemination of information on bilingual education; (2) establish a staff liaison person between parents and school; (3) establish a bilingual council independent of the general school council; (4) involve the community and local agencies in the development of bilingual programs; and (5) provide parents and community members with greater input into the decision making process. (JCD)

ED 212 308 JC 810 382

Papers and Proceedings. Syntopican VIII: Moving Information Concepts in Transition.'' (Minneapolis, MN, June 23-26, 1980).

Pub Date-Jun 80

Note-458p.; Graphs, charts, and computer forms may not reproduce well.

Available from-International Word Processing Association, 1015 North York Road, Willow Grove, PA 19090 ($20.00).

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, Automation, Career Ladders, Communications, Computer Output Microfilm, Computers, Computer Storage Devices, *Information Processing, Insurance Companies, *Office Management, Office Occupations Education, Organizational Change, Organizational Communication, Organizational Effectiveness, Personnel Evaluation, Photocomposition, Productivity, Public Relations, Systems Development

Identifiers-Army, Department of Transportation, Dictation, International Word Processing Association, *Word Processing

This collection of 22 papers examines various word processing (WP) technologies, systems, and applications. The first five papers by C. Briggs, C. Taylor, G. McLean, D. Remsen, and C. Norris discuss WP applications in the Army, a WP system for an insurance firm, the organization of the International Word Processing Association, WP fundamentals, and emerging information processing technology. The next five papers by D. Bentley, R. Baxter, K. McManus, B. Follett, and T. Helweg examine WP presentations to senior management, communications technology in WP, training personnel in machine dictation, interfacing WP equipment with computer output microfilm devices, and current WP storage technology. Next, papers by E. Scott, J. Duffy, D. Cheny, B. Boucher, and M. Ruprecht review the Department of Transportation's Automated Office System, public relations and the WP manager, successful implementation of a WP system, the addition of photocomposition capabilities, and WP productivity measures. The final set of papers by L. O'Keeffe, J. Carlisle, R. Baxter, M. Balmer, A. Mattox and J. McCollum, and K. Wagoner considers a project approach to integrating WP systems, office automation and management effectiveness, the assessment of WP technology, the information manager as change agent, career paths in information processing, and emerging trends in WP education. Sample forms and illustrations are provided in many of the papers. (KL)

ED 212 326 JC 820 025

Rickard, Patricia L. And Others

California Adult Student Assessment System (CASAS) Project. Final Report: July 1, 1980-June 30, 1981.

San Diego Community Coll. District, Calif.

Spons Agency-California State Dept. of Education, Sacramento.; Office of Education (DHEW), Washington, D.C.

Pub Date-81

Note-59p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Basic Education, Adult Students, Behavioral Objectives, Community Colleges, Competency Based Education, Consortia, *English (Second Language), *High School Equivalency Programs, Intercollegiate Cooperation, School Districts, Student Placement, *Test Construction, *Test Items, Two Year Colleges

This report summarizes the 1980-81 activities of the California Adult Student Assessment Systems (CASAS) Project, which involved the San Diego Community College District and other California districts in a consortial effort to devise competency-based assessment materials to: (1) place adults in appropriate levels of Adult Basic Education (ABE), English as a Second Language (ESL), and high school diploma programs; and (2) measure the educational achievement of students in these programs. Background information concerning the project and its objectives is first presented, followed by a review of activities undertaken by the districts to examine the assessment needs of adult students and to design appropriate test items and instruments. These efforts included developing 824 test items to measure competencies in the ESL, ABE, and diploma curricula of the districts; field testing instruments using these items; validating these test items through a Rasch scaling procedure; developing prototype tests for intermediate ABE and ESL students and for high school diploma students; compiling a test item bank for instructors and coding these items into the CASAS Competency Code List; and identifying and coding ABE and ESL competency-based materials currently being used in the districts. Appendices include an outline of CASAS life skill competency statements for consumer economics, community resources, health, occupational knowledge, and government and law. (JP)

ED 212 421 RC 013 153

Martinez, Paul E.

The Home Environment and Academic Achievement: There Is a Correlation.

Pub Date-10 Nov 81

Note-17p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Bilingual Education, Family Characteristics, *Family Environment, Family Relationship, Grade 5, Information Sources, Intermediate Grades, *Language Usage, Multicultural Education, Parent Aspiration, Parent Attitudes, Parent School Relationship, *Questionnaires, Reading Habits, Sex Differences, Spanish Americans, *Spanish Speaking

Identifiers-New Mexico (Espanola)

The Home Environment Variable Questionnaire was given to guardians of 73 fifth grade students enrolled in bilingual-bicultural education programs in Espanola, New Mexico, for the purpose of identifying those home environment variables which predicted academic achievement. Grade Equivalent Scores from the Comprehensive Test of Basic Skills were used to measure student achievement. The questionnaire covered parent level of education, family size, verbal interaction (which language, Spanish or English, do family members use to speak to each other), learning materials in the home, encouragement of the child to read, parent aspirations toward education and future employment of the child, parental trust in school, home stability, and income levels. Step-wide multiple regression analysis was used to determine the relationship between home environment and academic achievement. For the total sample, the following five home environment variables were found to best predict achievement when they operated jointly: verbal interaction; total size of family; which parent handles household money; number of hours spent reading with the child in English and/or Spanish; and parental aspirations for the child. Although there were differences in the four dimensions selected for the male and female sub-samples, number of family members still at home and verbal interaction applied to both. The questionnaire used in the study and a data collection sheet are part of the document. (CM)

ED 212 439 RC 013 174

Penfield, Joyce
Literacy Development in Bilingual Contexts: Mexican-Americans.
Pub Date-27 Dec 81
Note-18p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (4th, New York, NY, December 27-30, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingualism, College Students, *English (Second Language), Higher Education, Language Dominance, Language Patterns, Linguistic Borrowing, Literacy, Mexican American Education, *Mexican Americans, Nonstandard Dialects, Oral Language, Phonology, *Pronunciation, Regional Dialects, *Spanish Speaking, *Standard Spoken Usage, Syntax, *Writing (Composition), Writing Instruction, Written Language
Identifiers-Chicanos, *English (Chicano)

To examine some of the linguistic aspects of Chicano English (a variety of English commonly spoken by Mexican American bilinguals in the Southwest) which present problems in the acquisition of written Standard English, sample writings were collected from 15 University of Texas-El Paso students enrolled in an English as a Second Language course. To obtain an adequate sample of natural and reading pronunciation in English, ethnographic interviews with students who reflected monolingual English speaking residential patterns during their first six years were recorded along with the reading aloud of compositions previously written by the students. The phonological aspects of Chicano English in the El Paso, Texas, community were also observed and documented for three years. The writing samples demonstrated problems in literacy development in the following areas: orthography; phonological confusion (devoicing, defricativization, consonant cluster deletion, lexing of vowels, loss of wh'' versus w'' distinction, and other pronunciations; and non-standard varieties, embedded question inversion, and consonant deletion of indefinite article). Results indicated that the difficulty in the writing system of English was due to dialect background among bilinguals, to lack of familiarity with the English writing system, and to contact with Spanish (manifested in interference). (CM)

ED 212 501 SE 036 377

Blosser, Patricia E., Ed.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Information Bulletins, Nos. 1, 2, 3, 4, 1981.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-29p.; For 1980 Bulletins, see ED 202 683.

Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($3.00).

Pub Type- Guides - Non-Classroom (055) - Reports - General (140) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bulletins, *Citizen Participation, Clearinghouses, Elementary Secondary Education, *Environmental Education, Higher Education, Information Dissemination, *Information Services, *Mathematics Education, *Problem Solving, *Science Education

Identifiers-*Project Synthesis

Presented are four information bulletins produced by the ERIC Clearinghouse for Science, Mathematics, and Environmental Education in 1981. Bulletin 1 is concerned with various pieces of information related to citizen participation activities in which citizens interact with each other to get a response from the government regarding governmental activities. Bulletin 2 contains a review of Project Synthesis as this is reported in Volume 3 of What Research Says to the Science Teacher,'' produced by the National Science Teachers Association. Project Synthesis involved an attempt to use a discrepancy model in which a desired state of affairs in science education is set forth and compared with the actual state of affairs. Bulletin 3 focuses on cognitive and affective goals of problem solving as these relate to mathematics education. Bulletin 4 contains an overview of Clearinghouse activities for 1981. Nine ERIC/SMEAC information analysis products are highlighted in this bulletin, along with a description of Clearinghouse services for ERIC users. (PB)

ED 212 652 TM 820 038

Samejima, Fumiko

Efficient Methods of Estimating the Operating Characteristics of Item Response Categories and Challenge to a New Model for the Multiple-Choice Item. Final Report.

Tennessee Univ., Knoxville. Dept. of Psychology.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date-Nov 81

Contract-N00014-77-C-0360

Note-262p.; For related documents, see ED 198 181.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Computer Assisted Testing, Factor Analysis, *Latent Trait Theory, *Mathematical Models, *Multiple Choice Tests, *Test Items

Identifiers-Constant Information Model, *Estimation, *Tailored Testing

In defense of retaining the latent trait theory'' term, instead of replacing it with item response theory'' as some recent research would have it, the following objectives are outlined: (1) investigation of theory and method for estimating the operating characteristics of discrete item responses using a minimum number of examinees and assuming no specific mathematical forms; (2) investigation of the random guessing behavior in testing, and the development of new models for the multiple-choice item; and (3) investigation of efficient methods of estimating the ability distribution for any specific group of examinees. Other topics pursued are: a new mathematical model for the binary item called Constant Information Model, the method of moments as the least squares solution for fitting a polynomial, Bayesian estimation of ability, and alternative estimates for the maximum liklihood estimator for the two extreme response patterns. Information functions interest researchers in getting the test items to provide the most information possible. The author proposes the Constant Information Model which aims at the consistency of item information and has practical implications and usefulness in the estimation of the operating characteristics of discrete item responses. (Author/CE)

ED 212 212 HE 014 692

Carlson, Robert V.
Are Evaluation Activities Worth the Effort?
Pub Date-29 Oct 81
Note-38p.; Paper presented at the Annual Meeting of the American Society for Medical Technology (Rochester, NY, October 29, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classification, *Educational Assessment, Evaluation Criteria, *Evaluation Methods, Formative Evaluation, Higher Education, Needs Assessment, *Program Evaluation, Research Methodology, *Standards, Summative Evaluation

The casual approach to evaluation, the interface of evaluation and research, and various approaches subsumed within evaluation are addressed, and the dimensions that determine the worth of engaging in evaluation activities are examined. Additionally, a statement about the state-of-the-art in regard to the technology of conducting evaluation studies is presented. The practice referred to as the casual approach'' appears to be a dominant style of a large percentage of organizational personnel. The following dimensions of a casual approach to evaluation are examined: face-to-face discussions, random observations, group discussions, and individual reflections. It is suggested that the potential strengths of the casual approach be strengthened with the tools and disciplines of evaluation and research. Comparisons are made between the methodologies of research, evaluation, evaluation research, and policy analysis/research in regard to purpose, process, products, and criteria for judging quality. Additionally, a taxonomy of eight specific evaluation approaches is presented. Factors that determine whether to conduct formal evaluation activities are identified, and utility standards, feasibility standards, proprietary standards, and accuracy standards for educational program evaluation are presented. In addition, steps of a program evaluation are detailed, and areas that need improved strategies are listed. A bibliography is appended. (SW)

ED 212 246 HE 014 760

Spence, David S. Joyner, L. Felix

Funding Higher Education in the 1980s: Responses to Enrollment Shift and Decline.

Southern Regional Education Board, Atlanta, Ga.
Pub Date- 81
Note-11p.
Available from-Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Administration, College Students, Declining Enrollment, *Educational Finance, *Enrollment Trends, Expenditures, Financial Problems, *Financial Support, Government School Relationship, *Higher Education, Nontraditional Education, Nontraditional Students, Operating Expenses, *State Aid, State Universities, Student Needs, Tax Allocation

Funding and enrollment issues facing higher education are considered in two articles. In Funding for Higher Education Enrollment Shifts in the 80s,'' David S. Spence outlines the decline in number of traditional college-age students; the trend to older, part-time, place-bound students; the increasing demands for remedial, continuing, and occupation-related education; and how these developments may affect different kinds of institutions. State actions aimed at recognizing fixed and variable costs in higher education budgets are described. These actions are designed to enable institutional expenditures to be raised or lowered at a different rate than enrollment changes. As variations or program budgeting grows, legislatures are likely to check more closely on whether funds appropriated to higher education are spent specifically on the programs for which they are requested. In An Institutional Perspective on Funding for Higher Education Enrollment Shifts in the 80s,'' L. Felix Joyner views the problems of enrollment shifts based on experiences with a state system composed of 16 universities (North Carolina). Many of the alternate funding proposals seek to lessen the financial distress for institutions that are still growing. This is viewed as politically and practically unsound, and it is suggested that minor adjustments to current funding practices be made, rather than adopting substantially different ones. (SW)

ED 212 266 IR 009 972

Penniman, W. David

Modeling and Evaluation of On-Line User Behavior. Final Report to the National Library of Medicine.

OCLC Online Computer Library Center, Inc., Dublin, Ohio.
Spons Agency-National Library of Medicine (DHHS/NIH), Bethesda, Md.
Pub Date-Sep 81
Grant-NLM/EMP-(1-R01-LM-03444-01)
Note-54p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Behavior Patterns, *Databases, *Information Retrieval, Information Systems, *Online Systems, Search Strategies, Summative Evaluation, Tables (Data), *User Satisfaction (Information)
Identifiers-National Library of Medicine MD

This investigation of search patterns associated with the MEDLINE database had four primary objectives: (1) to refine the stochastic process method of evaluating user behavior; (2) to examine user search behavior exhibited when selecting documents sets; (3) to identify factors that affect the patterns of user behavior; and (4) to use data from the National Library of Medicine (NLM) MEDLINE system to develop a model of ineffective user behavior. Samples of online session protocols obtained from NLM's online system ELHILL-3 were processed in three major phases: the recovery of individual MEDLINE user sessions from the transaction tapes, parsing the individual user and system transactions to assign a unique activity code, and the analysis of user/system behavior using the parsed sessions. The data obtained were analyzed by user ID, daily usage, and level of activity, as well as selected variable analysis and fragment analysis. Findings are outlined and compared with prior studies, and the results of data analyses are summarized for each of seven hypotheses. The methodology and results are detailed, and a need for additional research in the area of search effectiveness is indicated. Twenty references are listed. (RAA)

ED 212 289 IR 009 997

Perlman, Gary

The Design of an Interface to a Programming System and MENUNIX: A Menu-Based Interface to UNIX (User Manual). Two Papers in Cognitive Engineering. Technical Report No. 8105.

California Univ., San Diego. Center for Human Information Processing.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date-Nov 81

Contract-N00014-79-C-0323

Note-28p.

Pub Type- Guides - General (050) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Programs, *Design Requirements, *Man Machine Systems, *Online Systems, Programed Tutoring, Programing Languages

Identifiers-*User Cordial Interface

This report consists of two papers on MENUNIX, an experimental interface to the approximately 300 programs and files available on the Berkeley UNIX 4.0 version of the UNIX operating system. The first paper discusses some of the psychological concerns involved in the design of MENUNIX; the second is a tutorial user manual for MENUNIX, in which the features of the program are more fully explained. It is pointed out that the goal of MENUNIX is to provide novice users with information about what commands are available and how they are used, while providing experts with an environment for efficiently executing commands. In short, MENUNIX provides a friendly user-interface to UNIX programs for users of all levels of expertise. Twenty-one references are listed. (Author/LLS)

ED 212 365 PS 012 626

Stafford, Chris And Others

Say That You Love Me...: A Teacher's Guide to Appalachian Awareness.

Cincinnati Association for the Education of Young Children, Ohio.

Spons Agency-Appalachian Community Development Association, Cincinnati, Ohio.; National Association for the Education of Young Children, Washington, D.C.

Pub Date-79

Note-210p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Annotated Bibliographies, *Cultural Awareness, *Cultural Background, *Day Care, Early Childhood Education, Information Sources, Instructional Materials, *Preschool Curriculum, Teaching Guides

Identifiers-*Appalachian People

This collection of articles provides a resource guide for teachers concerned about developing a better understanding of Appalachian culture and a more effective involvement with Appalachian children. The intention of the guide was to make available to teachers a manual which answers basic questions about the Appalachian culture and to suggest ways of using Appalachian culture materials in the classroom. Information on folklore, woods lore, music, handcrafts and children's literature is included in the first section of the guide. Day care administrators will find in the second section recommendations on how to integrate Appalachian children into a center which has previously not been utilized by this group. An extensive annotated bibliography of books for adults and books for children lists many works written by Appalachians and other works evoking feelings or containing information reflecting the values of Appalachians. Works basic to the practice of early childhood education and lists of films for adults and films for children are also included in the bibliography. In conclusion, a list is offered that identifies and briefly describes non-profit and other organizations which make available information about and products made in Appalachia. (Author/RH)

ED 212 384 PS 012 654

Phillips, Shelley

Disabling Emotion in Young Children with Particular Reference to Depression and Suicide: An Overview of Current Research. Unit for Child Studies Selected Papers Number 12.

New South Wales Univ., Kensington (Australia). School of Education.

Pub Date-81

Note-22p.; For other papers in this series, see ED 204 029-037 and PS 012 652-660.

Available from-Unit for Child Studies, School of Education, University of New South Wales, P.O. Box 1, Kensington, NSW 2033, Australia ($2.00; payment should be made in Australian dollars).

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Depression (Psychology), *Emotional Disturbances, *Infants, Literature Reviews, Parent Child Relationship, *Suicide, Therapy, *Young Children

A review of the literature and a survey of texts show a remarkable absence of concern and reference to depression and suicidal behavior in young children. The meaning of death, the depressive and suicidal consequences of the agony of aloneness, and the fear of parental hostility, rage and abandonment are elements of early and middle childhood living denied recognition by parents and professionals alike. Only a few researchers, mostly in recent years, have paid attention to these problems. This paper reviews this research with particular reference to findings related to depression and suicide in young children. First, childhood depression is discussed in terms of its symptoms and types, related factors (such as relationships with parents, caregivers, and peers), and treatment. Second, the nature of suicide in young children, factors which may underlie suicidal behavior in young children (such as family dynamics, rejection by the peer group, and school performance), the child's concept of death, and patterns of discovery and treatment are considered. (Author/MP)

ED 212 403 RC 013 135

Tenfjord, Jon

Within We Are All Alike But Do We Realize It? Development Education Paper No. 10.

United Nations Children's Fund, New York, N.Y.

Pub Date-80

Note-11p.; For related documents, see RC 013 136-144.

Available from-UNICEF, 866 UN Plaza, New York, NY 10706.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Change, Bias, *Change Strategies, *Childrens Literature, Cultural Awareness, Elementary Secondary Education, *Ethnocentrism, Global Approach, Intergroup Relations, International Education, Multicultural Education, *Reading Aloud to Others, Reading Materials, Social Attitudes, Social Bias, *Social Discrimination

Identifiers-*Development Education, *Norway

For nearly a generation, teachers have taught Norwegian school children through songs, explanation, films, and reading about children from other cultures with international understanding as an ideal. Now, however, with nearly 80,000 foreign workers in Norway, incidents of racism and discrimination (such as insults and mobbing in schoolyards) are occurring, causing teachers to question what else can be done to overcome prejudices. Expansion of the Children's International Summer Villages program to include all school children would be an ideal, if infeasible, solution. Because it is so easily accessible, the best aid besides the teacher's own personality, is the book. The challenge is to find the right books and to use them properly. Literature is important because it creates identification. Reading out loud relieves the pupils of the work connected with the technique of reading so that imagination, feeling, and thoughts may work on the material. Discussion, dramatization, and illustration of materials read can foster understanding. Lists published by the Norwegian Committee for UNICEF (obtainable through the Norwegian Central Library) can support teachers in their work of assisting pupils learn to regard themselves and their society as part of the world and to understand the extent of their own responsibility. (NEC)

ED 212 458 SE 035 427

Safe Drinking Water for Alaska: Curriculum for Grades 1-6.
South East Regional Resource Center, Juneau, Alaska.
Spons Agency-Alaska Dept. of Environmental Conservation, Juneau.
Pub Date-Feb 80
Note-98p.; For related document, see SE 035 428.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Education, Elementary School Science, *Environmental Education, Health Education, *Public Health, *Science Education, Science Instruction, *Social Studies, Water Pollution, *Water Resources

Presented is a set of 10 lessons on safe drinking water in Alaska for use by elementary school teachers. The aim is to provide students with an understanding of the sources of the water they drink, how drinking water can be made safe, and the health threat that unsafe water represents. Although this curriculum relates primarily to science, health, and social studies lessons, the follow-up activities also involve skills developed in art and English classes. Among the topics covered are the water cycle, microscopic organisms, water treatment, and pollution. Each lesson includes a materials list, vocabulary, questions, procedure, and recommendations for additional activities. Teacher resources are listed. (Author/WB)

ED 212 480 SE 036 091

Bishop, Thomas D.

Applications of the Microcomputer to Existing Mathematics Courses.

Pub Date-Oct 81

Note-6p.; Paper presented at the Annual Meeting of the American Mathematical Association of Two Year Colleges (New Orleans, LA, October, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computer Programs, *Computer Science, Curriculum Development, *Educational Change, Educational Technology, Elementary Secondary Education, Higher Education, *Mathematics Education, *Mathematics Instruction, *Microcomputers, Programing, Teaching Methods

Identifiers-BASIC Programing Language, *Computer Uses in Education

The microcomputer and microcomputer systems are viewed as offering a wealth of new opportunities for school mathematics programs, and provide an alternative to time-sharing in both cost and convenience. Four possible sources of suitable software are noted, and the following types of programs are discussed as useful for classroom work: (1) drill and practice, (2) tutorials, (3) demonstrations, (4) computer managed instruction, (5) problem solving, and (6) simulations. It is concluded that microcomputers offer inexpensive delivery systems for teacher-prepared courseware, but are not intended to preempt the use of more classical mediums such as print. This technology is seen to offer both teachers and students new opportunities to expand interest and knowledge. (MP)

ED 212 520 SO 013 810

Banaszak, Ronald A. Clawson, Elmer U.

Master Curriculum Guide in Economics for the Nation's Schools. Part II, Strategies for Teaching Economics: Junior High School Level (Grades 7-9).

Joint Council on Economic Education, New York, N.Y.

Spons Agency-Foundation for Teaching Economics, San Francisco, Calif.

Report No.-JCEE-314

Pub Date-81

Note-123p.; For related documents, see ED 148 648, ED 164 382, ED 170 185, and ED 175 760.

Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 ($6.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Case Studies, Class Activities, *Concept Teaching, Cost Indexes, *Decision Making Skills, *Economics Education, Efficiency, Inflation (Economics), Junior High Schools, *Lesson Plans, Productivity, *Social Studies, Units of Study

Identifiers-Consumer Price Index, Gross National Product, Interdependence, Opportunity Costs, Pricing, Supply and Demand

This guide contains concept-based lessons and activities in economics for use with students in grades 7-9. One component of a two-part publication, the guide demonstrates how the conceptual structure of the economics discipline presented in the first publication (ED 148 648) can be used to help students at the junior high school level make more effective economic decisions. By selecting lessons to supplement existing courses or texts, teachers will be able to upgrade the quantity and quality of economics instruction. The concepts taught are: economic wants, scarcity, opportunity cost, productive resources, division of labor, interdependence, efficiency, exchange or trade, money, supply and demand, market price, price mechanisms, consumer price index, price level change, index numbers, inflation, and gross national product. The first part of the guide contains ten classroom tested lessons. Each lesson includes a description of the concepts to be taught, objectives, rationale, student materials, teaching procedures to be used, and evaluation methods. Most of the activities include group interaction and discussion and involving students in games and role playing. The second part of the guide contains a comprehensive unit based on a case study of the U.S. shoe industry. The unit consists of eight lessons that take a total of about two weeks to present. However, teachers can adapt it or shorten it according to their own requirements. The guide concludes with two appendices a list of books, films, and other supplementary materials and a glossary of economic terms. (Author/RM)

ED 212 556 SP 019 116

Holtzman, Wayne, Jr.
Effects of Locally Conducted Research on Policy and Practice Regarding Bilingual Inservice Teacher Education. Executive Summary.
Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Sep 81

Contract-400-80-0035
Note-18p.; For related document, see SP 019 143.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, Change Strategies, *Educational Cooperation, *Educational Research, Elementary Education, *English (Second Language), *Inservice Teacher Education, Program Implementation, *School Districts, Teacher Attitudes, *Teacher Education Programs

This executive summary describes the development and conclusions of a federally-funded research project designed to gain information on the process of research on instructional problems. The project's impact on inservice education practices for teachers of Limited English Proficient (LEP) students is also described. The main purpose of the project was to determine what the effects would be and what changes would occur in the school district's inservice education program as a result of the locally conducted study. A second purpose of the study was to describe the nature of the collaborative process that evolved between the Southwest Educational Development Laboratory (SEDL) and the local school district. The report is devoted to five areas: (1) background and contextual information about the school district; (2) the collaborative relationship between SEDL and the school district; (3) the research approach that was employed in the study; (4) a discussion of the major findings; and (5) a brief summary of changes which the school district plans to implement in its inservice program for teachers of LEP children during the 1981-1982 school year. (JD)

ED 212 594 SP 019 593

Wu, P. C.

Facilitating University-School District In-Service Collaboration Principles of Communication.

Pub Date- 78

Note-12p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty, *College School Cooperation, *Cooperative Planning, Cooperative Programs, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Interschool Communication, *Linking Agents, *School Districts, Schools of Education, Staff Development, *Teacher Centers

Identifiers-*Florida

The increasing involvement of universities with school districts for inservice programs has not been as effective as it could be because the importance of communication in collaborative efforts is largely ignored. Florida's Teacher Education Centers (TEC) illustrate a smooth-running outreach staff-development program that involves the universities and school districts. Two university-appointed staff members, a TEC council representative and a university contact person, are the main channels of communication with the local TEC. The contact person should be a faculty member responsible directly to the dean of the college of education. All communication services to the school district should be channeled through the university contact person and the local TEC director. Internal communication within the university is essential in meeting the expressed needs of the teachers in the school district. Department heads and faculty members who are responsible for a presentation must have a clear idea of the school district needs. The university's dealings with the TEC should exhibit courtesy and rapid responses to requests in order to build a relationship based on trust and respect. (FG)

ED 212 614 SP 019 642

Kremer, Lya Kurtz, Chaya

Locus of Control, Perceptions and Attributions of Student Teachers in Educational Situations.

Pub Date- 82
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage
Descriptors-*Attribution Theory, Higher Education, Individual Differences, Individualized Instruction, *Locus of Control, Personality Traits, Preservice Teacher Education, Self Concept, *Student Teachers, *Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness, Teaching Methods

Student teachers' perceptions of locus of control was investigated.

Locus of control is defined as representing the extent of dependence upon inner or outer forces, the extent one is willing to invest in shaping the environment, and the perception of reinforcement as dependent upon those efforts, or upon random events. The specific questions were: (1) Does locus of control explain the variance in student teachers' perceptions in simulated educational situations? and (2) Do student teachers attribute success or failure in actual teaching situations in view of their locus of control? Two hundred randomly selected student teachers participated. They responded to the Rotter IE Scale for the study of locus of control, and to two questionnaires, one of which investigated background variables. In the other, subjects were asked to react to eight simulated situations posing various educational problems, each followed by several possible solutions representing a characteristic perception and attribution of either external or internal orientation. Subjects were required to choose the one solution that represented how they would behave. The selected factors of locus of control considered relevant to teaching were: (1) inner vs. outer sources of authority; and (2) attribution of success or failure to inner or outer forces. The findings revealed that locus of control does influence student teachers' perceptions and attributions. These findings have implications for teacher education programs and individualized education methods. (JD)

ED 212 735 UD 022 094

Social Science Framework. Our Human Ties. Monograph Los Angeles Unified School District, Calif.

Pub Date-Oct 76

Note-32p.; Not available in paper copy due to institution's restrictions; for other documents in this series, see UD 022 095-100.

Available from-Los Angeles Unified School District, Instructional Publication Unit, 450 North Grand Avenue, Room G-390, Los Angeles, CA 90012 ($14.00 per set plus 6 percent sales tax).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cross Cultural Training, Cultural Awareness, Cultural Pluralism, *Curriculum Development, Elementary Secondary Education, Instructional Materials, *Interdisciplinary Approach, Problem Sets, *Social Integration, *Social Sciences, *Social Values, Student Participation, Work Study Programs

Identifiers-*Los Angeles Unified School District CA

This monograph was developed by the Los Angeles (California) Unified School District to introduce teachers to the goals, concepts and instructional objectives of a district-wide social science curriculum framework. The monograph is written to be used along with the California State Social Sciences framework. The framework's objectives for students are said to be: (1) understanding of interdisciplinary concepts; (2) the development and application of a variety of work study skills appropriate to the social sciences; (3) the appreciation of cultural diversity; (4) an awareness of societal values and clarification of personal values; and (5) social participation. Explanations of sample instructional activities and student worksheets are included. A glossary and bibliography are appended. (JCD)

ED 212 345 JC 820 073

Watkins, Karen, Ed.
Innovation Abstracts.

Texas Univ., Austin. National Inst. for Staff and Organizational Development.
Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.
Pub Date-81
Note-70p.
Journal Cit-Innovation Abstracts; v3 n1-33 1981
Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Classroom Environment, College Curriculum, College Faculty, *Community Colleges, *Educational Strategies, Faculty Evaluation, Foreign Students, Lecture Method, *Student Teacher Relationship, *Teacher Effectiveness, Teacher Role, Two Year Colleges

Brief, two-page papers are presented on 33 educational topics of interest to community college faculty, administrators, and staff. The following topics are considered: (1) strengthening the humanities; (2) common behavioral cycles evidenced in student-teacher relations; (3) irreducible factors for teaching and learning; (4) understanding problems of disabled students; (5) time management; (6) the future of community colleges; (7) teacher peer observation; (8) student perceptions on effective instruction; (9) perspectives on academic advancement and stagnation; (10) student retention methods; (11) theories of learning; (12) strategies for working with Middle Eastern students; (13) using positive language to promote student development; (14) educational quality; (15) feedback and calibration; (16) community colleges' legal responsibilities toward disabled students; (17) college credits and credentials; (18) teaching listening skills; (19) effective lecturing; (20) curriculum planning for the future; (21) suggestions and guidelines for lecturing; (22) improving student writing; (23) student assessment techniques and criteria; (24) computers and liberal education; (25) preparing course syllabi; (26) community college goals; (27) test-taking skills; (28) dealing with information overload; (29) the role of community colleges in helping individuals cope with change; (30) teacher responsiveness to students; (31) faculty evaluation; (32) a cognitive learning model; and (33) holiday humor. (AYC)

ED 212 538 SO 013 858

Art and Young Americans, 1974-79: Results from the Second National Art Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.-ISBN-0-89398-015-3; NAEP-10-A-01

Pub Date-Dec 81

Contract-OEC-0-74-0506

Grant-NIE-G-80-0003

Note-116p.; For related documents, see ED 186 331 and SO 013 806. Some charts and photographs may not reproduce clearly from EDRS.

Available from-National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($8.90).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Academic Achievement, Achievement Gains, Art Appreciation, *Art Education, Art Expression, Art History, Comparative Analysis, Design, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Knowledge Level, National Surveys, *Student Attitudes

Identifiers-*National Assessment of Educational Progress, Second Art Assessment (1979)

This report presents and compares the results of the first and second art assessments conducted by the National Assessment of Educational Progress (NAEP) in 1974-75 and 1978-79. The achievement and attitudes of approximately 7,500 9-year-olds, 11,000 13-year-olds, and 13,500 17-year-olds were surveyed. The report consists of an introduction to the studies and six chapters. Major findings are discussed and survey information about the amount and kind of art experiences young Americans are having in and out of school is presented. The extent to which and the ways in which students value art are examined along with knowledge about art history and styles. How young people perceive, describe, analyze, and judge art is also investigated in detail. Results of a series of exercises requiring design and drawing skills are presented in a final chapter. Encouraging findings include the following. Nine-year olds' performance on the second assessment stayed much the same as it was in the first assessment. Museum visitation has increased for 9- and 13-year olds. Nineteen percent of the 17-year-olds and 15% of the 13-year-olds succeeded in putting expressive content into their drawings of angry people. There were also findings which were troublesome. Some examples include the following. Thirteen-year-olds declined 2.2 percentage points between assessments. Seventeen-year-olds declined 1.9 points between assessments. In general, tolerance for nonconventional art decreased considerably between 1974 and 1979. Appendix material includes art objectives and scoring guides for the drawing exercises. Primary type of information provided by report: Results (Selective) (Change). (Author/RM)

ED 212 575 SP 019 509

Haberman, Martin

The Legacy of Teacher Education, 1980-2000.

Pub Date-Dec 81

Note-57p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College School Cooperation, Curriculum Design, *Educational Psychology, Educational Research, *Educational Trends, Foundations of Education, *Futures (of Society), Higher Education, Relevance (Education), *Schools of Education, Social Change, Specialization, Teacher Attitudes, *Teacher Education, Teacher Education Curriculum, *Teacher Educators, Teaching (Occupation)

In a broad overview of teacher education, the challenges that faced four generations of teacher educators are considered as background to the issues now confronting the fifth generation. The major contribution of the first generation was to set out the fields which were to comprise the content of professional study pedagogy, curriculum, educational psychology, and the history and philosophy of education. The legacy of the second generation of teacher educators was establishing teacher education in the college and university setting and making the study of education an organized academic enterprise. The third generation of teacher educators used its university base to broaden the range of specialities and sub-specialties which now characterize professional education. The fourth generation was challenged in terms of social relevance and responded with systems for making teacher education more accountable to the graduates, the profession, the public, and the government. The challenges now facing teacher educators lie in meeting the need to consolidate and reshape previous legacies rather than in staking out new frontiers. The heavy emphasis upon educational psychology which has dominated not only teacher education but also educational research is questionable, and the need now is to insure that prospective teachers have equal opportunities to study the ways of learning and teaching derived from other academic disciplines. In exploring current and future trends in teacher education, other issues are brought into consideration: the trend toward over-specialization, the changing relationship between the school of education and the public school, the status of educational research, and the role and responsibilities of teachers and teacher educators in society. The trend to redefine education as a personal, rather than as a common good, is seen as narrowing goals and limiting the way in which teachers view their work. If the fifth generation of teacher educators can generate a national reconsideration of education so that it is once again accepted as a common good, their legacy will be a great contribution. (JD)

ED 212 673 TM 820 120

Moy, Raymond H.

Proficiency Standards and Cut-Scores for Language Proficiency Tests.

Pub Date-Mar 81

Note-30p.; Paper presented at the Annual Meeting of TESOL (Detroit, MI, March 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cutting Scores, Higher Education, *Language Proficiency, Norm Referenced Tests, *Scoring Formulas, *Standards, Testing Problems

The problem of standard setting on language proficiency tests is often approached by the use of norms derived from the group being tested, a process commonly known as grading on the curve.'' One particular problem with this ad hoc method of standard setting is that it will usually result in a fluctuating standard dependent on the particular group being tested. In this paper, four main steps are presented in the setting of a non-arbitrary cut-score. They are: (1) checking to see that the test covers the abilities of the test population; (2) establishing a proficiency standard; (3) determining the best cut-score, given that there will be errors of placement; and (4) using external criteria for checking the proposed standards. Methods for carrying out each step are presented along with illustrative examples based on data from the UCLA English as a Second Language Placement Examination. (Author)

ED 212 716 UD 022 069

Title I/PSEN Individualized Reading and Math Services for the Handicapped, 1980-81. Final Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date- 81

Note-159p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Data Analysis, *Disabilities, Elementary School Students, Elementary Secondary Education, Emotional Disturbances, Learning Disabilities, *Mathematics Instruction, Mental Retardation, Models, Neurological Impairments, Private Schools, Program Evaluation, *Reading Instruction, Secondary School Students, Spanish Speaking, *Special Programs, *Student Improvement, *Writing Instruction

Identifiers-Elementary Secondary Education Act Title I, *New York (New York)

The Title I Umbrella Program provided compensatory instruction in reading, mathematics, and writing to 24,000 mildly or moderately handicapped students in New York City. The program was comprised of seven discrete components for the remediation of reading and writing skills, five after-school models, and two components for the remediation of math skills in a variety of school settings (integrated public schools, special public schools for handicapped students, and non-public schools). Individual components were distinguished by: (1) the type of school served; (2) the size of Title I eligible handicapped population in these schools; (3) the characteristics of the target students; (4) instructional approach; and (5) the instruments used to evaluate pupil achievement and program implementation. Evaluation of the program is based upon quantitative data on pupil achievement and qualitative data on program implementation. Chapters two through six present the findings of the five components that served students in integrated public schools. Chapters seven and eight present the findings for the Special Schools Model and the Non-Public Schools Model respectively. Chapter nine presents the findings for the Prescriptive Math Model, which operated in integrated public schools, and chapter ten presents the findings for the five after-school components. Conclusions and recommendations are stated in the final chapter, and student achievement scores within each content area of the program components are reported in data tables. (Author/JCD)

ED 212 229 HE 014 726

Picciano, Anthony G.

Study of Recent Alumni (1979) at The College of Staten Island.

City Univ. of New York, Staten Island. Coll. of Staten Island.

Pub Date-Nov 80

Note-131p.

Available from-College of Staten Island, Office of Institutional Planning, 715 Ocean Terrace, Staten Island, NY 10301.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Alumni, *College Graduates, Educational Benefits, *Employment Patterns, Graduate Study, *Graduate Surveys, Higher Education, Institutional Research, Job Satisfaction, Place of Residence, Questionnaires, Student Attitudes, Student College Relationship, Student Employment, Undergraduate Study, *Vocational Followup

Identifiers-*City University of New York Coll of Staten Island

The current activities of recent alumni of the College of Staten Island (CSI), New York, were surveyed. Data were obtained in 1980 on the educational and employment activities of the class of 1979, and on their satisfaction with their academic preparation at CSI for their current areas of activity. A modified version of a National Center for Higher Education Management Systems questionnaire, which is appended, was used. The study population was all students who received a degree (associate, baccalaureate, or masters) in 1979. Of the total number of 1,548, responses were received from 836. The most important finding is that most respondents have continued to live in Staten Island and to work in the New York City area. The mean age of the 1979 alumni is 29.9 years, and most were working on a full-time or part-time basis while enrolled at CSI. Approximately half of the respondents were employed full-time and not attending college in the spring 1980; 20 percent were attending college and were not employed; 20 percent were both attending college and were employed full-time; and slightly more than 10 percent were neither employed full-time nor enrolled in college. The majority of respondents aspired to obtain higher degrees, and 56 percent of the associate degree graduates who are continuing their education have chosen to continue at CSI. Most characterized their current employment as having definite or possible career potential. Approximately half were employed in private industry, while the other half were employed in government, education, and other nonprofit organizations. (SW)

ED 212 327 JC 820 027

Khan, Fern J. And Others

An Assessment of the Needs of the Western Queens Community, New York City. Section One.

La Guardia Community Coll., Long Island City, N.Y.
Pub Date-81
Note-193p.; Questionnaire in Spanish and Greek may not reproduce well. For a related document, see JC 820 028.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-College Planning, *Community Attitudes, *Community Characteristics, Community Organizations, *Community Services, Community Surveys, Educational Needs, Local Issues, *Needs Assessment, Neighborhoods, Questionnaires, *Urban Areas, Urban Demography
Identifiers-Community Needs, *New York (West Queens)

Resulting from the involvement of LaGuardia Community College (LCC) in an Urban Demonstration Project, this report discusses a community needs assessment conducted by LCC, provides a profile of the community of Western Queens, and relates needs assessment findings to a separate study by a consulting firm which focused on the community's educational interests. After introductory material, Part I provides background on the Urban Demonstration Project and describes the methodology of LCC's needs assessment, involving telephone and personal interviews with residents and various community organizations. Part II then profiles the five districts in Western Queens, in terms of the districts' neighborhoods and people, community organizations and agencies, concerns and needs, possibilities for collaboration, and community demographics. After briefly describing the methods and findings of the consultant survey of educational interests (discussed in detail in JC 820 028), Part II continues with an overview of the distinctive and common features of the districts of Western Queens, drawing from findings of both the LCC and consultant studies. The next section also uses results from both studies to explore possibilities for establishing priorities and implementing programs. Extensive appendices include a continuing education student profile, questionnaires and forms, a statistical overview of the target area, and profiles of community organizations. (AYC)

ED 212 422 RC 013 154

Findlay, E. Weldon And Others

The Guelph Rural Development Outreach Project: A Canadian Experience.

Pub Date-7 Aug 80
Note-39p.; Paper contributed for the World Congress for Rural Sociology (5th, Mexico City, Mexico, August 7-12, 1980). For a related document, see ED 207 778.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adoption (Ideas), Background, Change Agents, *College Role, Community Development, Community Involvement, Community Role, Foreign Countries, Higher Education, *Organizational Effectiveness, Outreach Programs, Pilot Projects, Program Descriptions, Program Implementation, *Rural Development, Rural Extension, *School Community Relationship
Identifiers-*Guelph Rural Development Outreach Project, Ontario, *University of Guelph (Ontario)

The University of Guelph Rural Development Outreach Project (RDOP) as it was conceived, organized and utilized in rural communities in Ontario is the major focus of this document; the concluding sections describe some of the problems of Outreach implementation and suggest some possible courses for continuing and expanding the project. There is discussion of: the responsibility of institutions of higher education to help areas deal more effectively with problems within their jurisdiction; the background of the RDOP; Outreach activity groups; the philosophy governing development of a rural outreach program; the program's initial scope and perceived organizational structure, process, and facilities; and the early development, organization, and implementation of RDOP. Next is a description of the pilot projects at Huron (a rural-traditional area), Halton (adjacent to Metropolitan Toronto and experiencing extensive overspill), and Moose Factory Island (which needed an action plan for the provision of water and sewage). The report highlights benefits derived from RDOP by both the pilot communities and the university and points out the constraints which had to be overcome. The final section emphasizes that an expanded Outreach program will require increased commitment from both university and the government and a redefinition and refinement of the community's role. (CM)

ED 212 502 SE 036 378

Kirschner, Vicky And Others

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Mathematics Education Fact Sheets, Nos. 1, 2, 3, 4, 1981.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0004
Note-11p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($3.00).
Pub Type- Guides - Non-Classroom (055) - Reference Materials (130) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Females, Mathematics Achievement, *Mathematics Anxiety, Mathematics Education, Mathematics Instruction, Mathematics Teachers, *Microcomputers, *Problem Solving, Teacher Recruitment, *Teacher Supply and Demand

Presented are four fact sheets relating to mathematics education topics and which were produced by the ERIC Clearinghouse for Science, Mathematics, and Environmental Education in 1981. Fact sheet topics are: (1) Females and Mathematics, (2) The Problem of Problem Solving, (3) Mathematics Teacher Supply and Demand, and (4) Microcomputers and Mathematics Instruction. (PB)

ED 212 633 SP 019 714

Neikirk, Mary

Introduction to Stereotyping and Discrimination. Physical Educators for Equity. Module 1.

Eastern Kentucky Univ., Richmond. Dept. of Physical Education.; Education Development Center, Inc., Newton, Mass. Women's Educational Equity Act Dissemination Center.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date-81

Note-24p.; For related documents, see SP 019 713-720.

Available from-WEEA Publishing Center, Educational Development Center, 55 Chapel Street, Newton, MA 02160 (Set of 7 modules: $8.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Equal Education, Independent Study, Physical Education, Secondary Education, *Sex Bias, *Sex Discrimination, *Sex Fairness, *Sex Stereotypes, Social Behavior, Socialization, Teacher Attitudes, *Teacher Education

This module, designed to help physical education teachers reduce sex bias in secondary physical education classes, may be used as part of a self-study program or in conjunction with a workshop or seminar. The objectives of the module are to enable teachers to recognize stereotyping, become aware of how stereotyping affects individuals, and to recognize examples of sex-role stereotyping in physical education classes. Discussions are offered on the subjects of stereotyping in general, sex-role stereotyping, sex discrimination, educational equity, sex-role socialization, and sexism. Exercises are provided on each topic. References for further reading are included. (JD)

ED 212 653 TM 820 040

Hanous, Donna S. Mehrens, William A.
Helping Teachers Use Information: The Data Box Approach.
National Council on Measurement in Education, Washington, D.C.
Pub Date-81
Note-12p.
Available from-National Council on Measurement in Education, USPS823120, 1230 17th Street N.W., Washington, DC 20036. (Subscription: $6.00 per year; $2.50 single issue).
Journal Cit-National Council on Measurement in Education; v12 n4 Win 1981
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Techniques, *Delivery Systems, *Educational Assessment, Elementary Education, *Elementary School Teachers, Evaluative Thinking, *Information Utilization, Instructional Improvement, *Instructional Materials, Measurement Objectives, Teacher Education, Testing
Identifiers-*Data Box

Describing the findings and insights gained from a two-year research and development project entitled Integrating Assessment with Instruction,'' this document focuses on the current measurement needs of teachers and the instructional processes for meeting those needs. The article is divided into four segments: (1) a description of the literature in the field of educational measurement that guided the development of the project; (2) a description of the project, its goals and components; (3) a discussion of the results from the field trials; and (4) a set of reflections about recommendations for the professional development of teachers in the content area of educational measurement.

The Data Box'' is introduced and described as an instructional package having teachers investigate the use of assessment data in a variety of instructional decision-making situations. There are six components: a taxonomy, a set of vignettes, a document file, a memo pad, an interpretive manual, and an applications manual. Major measurement concepts teachers need to know, and a thorough evaluation plan, are given. (Author/CE)

ED 212 695 UD 021 797

Faddis, Bonnie J. Hutchison, Barbara

Sex Equity in Lincoln County Schools: A Report of a Needs Assessment. National Demonstration of Educational Equity for Women: Design Phase.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date-Sep 80

Grant-NIE-G-78-0129

Note-296p.; For a related document, see ED 189 212.

Pub Type- Reports - General (140)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Access to Education, Administrator Attitudes, *Community Attitudes, Demonstration Programs, Educational Legislation, Elementary Secondary Education, *Equal Education, Extracurricular Activities, *Needs Assessment, Nontraditional Occupations, Peer Relationship, Physical Education, School Community Relationship, Sex Bias, *Sex Fairness, *Student Attitudes, Student Teacher Relationship, Surveys, *Teacher Attitudes

Identifiers-*Lincoln County Schools OR

This report describes a needs assessment study conducted prior to the design of a plan for a national demonstration of educational sex equity in the Lincoln County, Oregon, public schools. Two of the study's major purposes were to identify district wide attitudes and experiences pertaining to sex equity, and to provide a context for identifying strategies and selecting materials for use during the plan's implementation. Students, teachers, community representatives, administrators, support staff, and recent graduates were surveyed to assess attitudes toward existing sex equity programs, counseling services and extracurricular activities, as well as awareness of sex equity legislation. Also explored were student employment experiences, knowledge of the work force, peer interactions, student staff interactions, and teacher inservice training experiences. Results indicated general agreement as to the need for: (1) more information about sex equity laws and issues; (2) more specific information about non-sexist teaching strategies; (3) more career information for the students; and (4) more encouragement for students to take nontraditional elective courses. In addition to discussion and extensive data of the results of the study, this report includes a summary of district wide implications of the findings, survey questions indexed by topic and audience, and copies of the questionnaires used in the needs assessment. (Author/JCD)

ED 212 290 IR 009 998

Robinson, Carol Ann And Others

Computer-Managed Instruction in Navy Technical Training: An Attitudinal Survey. Final Report. (June 1980-March 1981).

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.-NPRDC-TR-82-19

Pub Date-Dec 81

Note-50p.; Appendix will not reproduce due to density of type in original document.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitude Change, *Attitude Measures, Computer Assisted Instruction, *Computer Managed Instruction, Military Personnel, *Military Training, Motivation, Questionnaires, Statistical Analysis, *Student Attitudes, Student Teacher Relationship, Surveys, *Teacher Attitudes

Identifiers-*Naval Training

Designed to investigate the existing attitudes of students and instructors toward the computer managed instruction (CMI) learning environment, this research project also identified factors relating to these attitudes. Questionnaires were developed and administered to 100 instructors and 255 trainees from five schools taught under the CMI system. In general, trainee and instructor questionnaires contained items exploring attitudes toward the CMI system in the learning environment, demographics, interactions with instructors or students, and motivations. Response data were analyzed using descriptive and inferential statistics. Results of the study indicated that trainees' attitudes toward the CMI system in the learning environment were generally favorable, while those of instructors were generally not favorable. The study also revealed that trainees' length of service with the Navy appears to be related to attitudes toward the CMI system in the learning environment: the longer the trainee is in the service, the more negative the individual tends to be toward the system. Copies of the student and instructor questionnaires are appended and 13 references are listed. (Author/LLS)

ED 212 309 JC 810 524

Tullar, V. Philip

A Procedure for Evaluating Student Services in Community Colleges.

Pub Date-11 Apr 81

Note-42p.; Paper presented at the Annual Conference of the National Association for Student Personnel Administrators (New York, NY, April 11, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accountability, Administrator Attitudes, College Housing, Community Colleges, Counseling Services, *Data Analysis, *Evaluation Methods, Extracurricular Activities, Job Placement, *Questionnaires, School Health Services, School Registration, *School Surveys, Student Financial Aid, *Student Personnel Services, Student Personnel Workers, Teacher Attitudes, Two Year Colleges, Two Year College Students

Following introductory material noting demands for accountability within student services programs, this paper describes an evaluation system that involves administrators, faculty, student affairs practitioners, and students in an assessment of the college's overall student services effort. The paper first discusses the 60-item opinionnaire used in the system, soliciting opinions on a taxonomy of student services functions including: (1) registrar functions, i.e., recruitment, admissions, registrations, and student records; (2) financial aid, veterans' affairs, and job placement functions; (3) guidance and counseling functions; (4) student affairs functions, including student government and clubs; and (5) special services, i.e., housing, food services, and health and handicapped services. Next, the paper discusses the six-point response scale used for each opinionnaire item, ranging from agree completely'' to disagree completely''; the validation of the opinionnaire; the populations to be surveyed and the sampling techniques; the administration of the opinionnaire by trained interviewers; and a three-stage data analysis process. Finally, the paper presents the results of a field test of the system at two Arizona community colleges, one rural and one urban. An interpretive analysis of overall responses is presented, as well as a comparative analysis of mean responses by campus. The opinionnaire is appended. (JP)

ED 212 385 PS 012 655

Waterhouse, Marie

Parental Responsiveness to Children. Unit for Child Studies Selected Papers Number 13.

New South Wales Univ., Kensington (Australia). School of Education.

Pub Date-30 Mar 81

Note-10p.; Paper is based on a lecture presented at the Royal Hospital for Women (Paddington, Australia, March 30, 1981).

Available from-Unit for Child Studies, School of Education, University of New South Wales, P.O. Box 1, Kensington, NSW 2033, Australia ($2.00; payment should be made in Australian dollars).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Abuse, Communication Research, *Communication Skills, *Infants, Nonverbal Communication, *Parent Child Relationship

Identifiers-*Crying, *Parent Responsiveness

Research findings concerning early parent/infant interaction are presented to counter prevalent myths concerning the nature of babies. The myth of the passive infant is counterposed to research findings on the attempts of the infant to evoke from caretakers the attention it needs for its development. Special attention is given to the topics of infant crying and the effects of parental responsiveness to crying. Concluding sections of the paper discuss the development of communication skills in babies, the types of cries voiced by young infants, and the relationship between crying and child abuse. (Author/RH)

ED 212 440 RC 013 175

Migrant Education Projects. Projectos de Educacion Migrante. Oregon Migrant Education.

Oregon State Dept. of Education, Salem.
Pub Date-Jun 80
Note-34p.
Language-English; Spanish
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Education, *Definitions, Elementary Secondary Education, Financial Support, *Guidelines, Hispanic Americans, *Migrant Education, *Migrant Programs, Organizational Objectives, Parent Participation, *Program Design, *Program Implementation
Identifiers-*ESEA Title I Migrant Programs, Oregon

Written in both English and Spanish, this booklet briefly summarizes the general concepts and requirements behind Title I Migrant activities for use by project personnel, parents, and others interested in those projects. After a brief discussion of project funding and definitions of commonly used terms, there is an outline of requirements which school districts must meet to qualify for Title I Migrant funding. Next is a list of priority needs applicable to Title I Migrant projects and endorsed by the Oregon State Board of Education. The list is followed by summaries of regulations concerning title and control of property, adjustment of project funding, child eligibility, grants to public or private non-profit agencies, preschool instruction programs, services to formerly migrant students, comparable access, parental involvement, support services, day care services, the supplementary nature of the program, and project proposal approval. The section on program implementation briefly discusses project staffing, parent involvement in classroom activities, home-school consultants, the Migrant Student Record Transfer System, bilingual education, purchase of equipment, and inservice training. (CM)

ED 212 459 SE 035 428

Safe Drinking Water for Alaska: Curriculum for Grades 7-12.
South East Regional Resource Center, Juneau, Alaska.
Spons Agency-Alaska Dept. of Environmental Conservation, Juneau.
Pub Date-Feb 80
Note-204p.; For related document, see SE 035 427. Contains occasional light and broken type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Environmental Education, Health Education, *Public Health, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Social Studies, Utilities, *Water Pollution, *Water Resources

The 10 lessons in this manual for secondary school teachers address concerns ranging from water sources and pollutants to government programs and water treatment methods. The materials are intended to help students understand the sources of drinking water, how water can be made safe for drinking, and the health threat that contaminated water represents. Although this curriculum relates primarily to science, health, and social studies lessons, the follow-up activities also involve skills developed in art and English classes. Each lesson plan contains a materials list, general introduction, vocabulary, instructional activities, and suggested supplementary activities. Included with the lesson entitled Alaska's Water Sources and Problems,'' are detailed data from each of the state's regions. (Author/WB)

Energy in America: Progress and Potential.
American Petroleum Inst., Washington, D.C.
Report No.-ISBN-0-89364-042-5
Pub Date-81
Note-44p.; Contains colored photographs, charts, and maps which may not reproduce well.
Available from-American Petroleum Inst., 2101 L St., N.W., Washington, DC 20037 (no price quoted).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conservation Education, Depleted Resources, *Energy, *Energy Conservation, Environmental Education, Fuel Consumption, *International Relations, *Natural Resources, Nuclear Energy, *Policy Formation
Identifiers-*Alternative Energy Sources, *Energy Development, Energy Education, Energy Policy

An overview of America's energy situation is presented with emphasis on recent progress, the risk of depending upon foreign oil, and policy choices. Section one reviews the energy problems of the 1970s, issues of the 1980s, concerns for the future, and choices that if made today could alleviate future problems. Section two examines past problems, new progress, and the future outlook for oil and natural gas. Section three presents similar information for coal, synthetic fuels, nuclear power, and renewable energy sources. Energy conservation is discussed in section four in terms of previous trends, the gross national product, efficiency, transportation, residential and commercial use, industry, fuel switching, and future outlook. The next section addresses the risk of international oil supply emergencies. A discussion of policy choices for the future related to natural gas price controls, federal land use restrictions, environmental laws and regulations, and nuclear energy comprises the concluding section. (DC)

Congero, William J.

The Relationship between Cognitive Style and Three Types of Academic Achievement.

Pub Date-Apr 81
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC0[illegible] Plus Postage.
Descriptors-*Academic Achievement, *Cognitive Style, College Mathematics, Higher Education, *Individual Differences, *Statistics
Identifiers-American College Testing Program, Blooms Taxonomy, *Educational Set Scale, Graduate Record Examinations, Scholastic Aptitude Test

Many kinds of individual differences among learners have been studied by psychologists and educators in an attempt to improve the educational process. Some emphasis has been placed on the notion of cognitive style in an effort to understand more of the cognitive processes which underlie academic performance. The purpose of the present study was to investigate the relationship between cognitive style, defined in terms of educational set, and achievement in elementary statistics at the college level. The results suggested that style attributes do account for a significant proportion of the variance in achievement in elementary statistics. (Author)

ED 212 736 UD 022 095

Building Self Concept. Our Human Ties. Monograph Los Angeles Unified School District, Calif.
Pub Date-Nov 76
Note-93p.; Not available in paper copy due to institution's restrictions; for other documents in this series, see UD 022 094-100.
Available from-Los Angeles Unified School District, Instructional Publication Unit, 450 North Grand Avenue, Room G-390, Los Angeles, CA 90012 ($14.00 per set plus 6 percent sales tax).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Attitude Change, *Cultural Differences, Cultural Images, Elementary Secondary Education, *Human Relations, Instructional Materials, *Interpersonal Competence, Lesson Plans, *Self Concept, *Self Esteem, Social Sciences, Student Characteristics
Identifiers-*Los Angeles Unified School District CA

This monograph developed by the Los Angeles (California) Unified School District is an instructional activities guide for building positive self concepts. The activities are intended to encourage the development of positive attitudes among students and to foster the concept of interrelatedness among culturally different people as well as the uniqueness in individuals. In addition to a description of fourty-four activities, the guide includes an activity record chart, a format for developing additional lessons, a glossary, and a bibliography. (JCD)

ED 212 213 HE 014 694

Hodgkinson, Virginia Ann

The Initial Impact of the Middle Income Student Assistance Act upon Undergraduate Student Aid Recipients at Independent Colleges and Universities.

National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.

Spons Agency-EXXON Education Foundation, New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date-Jun 81

Note-152p.; Technical supplement included by Julianne Still Thrift.

Available from-Office of Research, NIICU, 1717 Massachusetts Avenue, N.W., Suite 601, Washington, DC 20036 ($10.00).

Journal Cit-Public Policy Monograph Series; v3 n1 Jun 1981

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Collected Works - Serials (022)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-College Students, *Family Income, *Federal Legislation, Grants, Higher Education, Low Income Groups, *Middle Class Students, National Surveys, Parent Financial Contribution, *Private Colleges, *Student Financial Aid, Student Loan Programs, Trend Analysis, *Undergraduate Students, Work Study Programs

Identifiers-*Middle Income Student Assistance Act, Pell Grant Program

The initial impact of the Middle Income Student Assistance Act (MISAA) was analyzed by comparing student aid recipients and student aid packaging before and after the passage of the Act. Student aid records from a national sample of aid recipients attending independent colleges and universities from 1978-79 through 1979-80 were assessed. In 1979-80, the total undergraduate student aid recipients at independent schools increased by nine percent from approximately 958,000 in 1978-79 to 1.05 million in 1979-80. The major impact of the MISAA was to distribute more equitably the responsibility for financing higher education among parents, students, and society. Expected parental contributions were reduced across all incomes. More grant aid, primarily Pell Grants, was provided to lower and middle income families up to $24,000. Students from families with incomes above $24,000 received more work and loans, and students from lower incomes had more work aid and their loan burden was reduced. Those students from families with incomes from $12,000 to $24,000 who had the highest burden of self-help in 1978-79 had their burden reduced somewhat, while those students from higher income families had their self-help requirements increased. The result was that all students, except those in the lowest income range, were responsible for 30 to 33 percent of their total educational costs. Additionally, a more equitable distribution of the packaging of aid among families, grant aid, work-study, and loans was achieved. Sample questionnaires are appended. (SW)

ED 212 267 IR 009 973

Hendrix, Wilma Rudolph, Janell

MSU Libraries: A User Survey.

Memphis State Univ., Tenn. J. W. Brister Library.
Pub Date-Sep 81
Note-47p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Libraries, Higher Education, *Library Facilities, *Library Materials, Library Networks, *Library Personnel, *Library Services, Library Surveys, Questionnaires, Tables (Data), *User Satisfaction (Information)

During the 1981 Spring Semester, the Memphis State University (MSU) Libraries asked representative groups of library users to give their views about the services, personnel, and facilities of the library system in order to evaluate the effectiveness of the libraries in the MSU community. This study indicates that the MSU Libraries are effectively meeting the needs of their users. The responses most often received to the items in the questionnaire were used to draw profiles of the populations being surveyed faculty, graduate students, undergraduate students, and special privilege users. According to these data, these respondents use the MSU Libraries to find and read books and periodicals for academic interests and requirements, and believe that the MSU Libraries play an important role in the university community. They

regard the libraries' facilities and collections as adequate for their needs and the personnel as willing and able to help them. The data upon which these summaries are based are included in this report along with a copy of the survey instrument. (Author)

ED 212 366 PS 012 628

Bossing, Lewis Sasseen, Beverly

Building Positive Self-Concepts in Fourth Grade Students.

Pub Date- 80

Note-18p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques, *Elementary School Students, Grade 4, Intermediate Grades, Low Achievement, Pretests Posttests, *Psychoeducational Methods, *Self Concept, *Self Esteem, *Teacher Influence

Sixteen Caucasian, fourth-grade, low ability math students participated in an experimental classroom intervention designed to improve their self-concepts. After pretesting with the How I See Myself Scale (HISMS), students each day for 8 weeks began class with a self-enhancing activity. Specific classroom exericses aimed at increasing children's self-esteem were integrated during math class. While the students were working on a lesson, the teacher circulated through the classroom giving praise and recognition. Other strategies employed to raise student self-esteem included student tutoring, giving special privileges to a chosen Student of the Week,'' distributing special seals and stickers, reading statements placed in a Complaint Box,'' and the construction of a Happiness Book'' with each child's name in it. In addition, the Developing Understanding of Self and Others (DUSO) D-2 Kit was used for building better self-concepts. Comparison of student's pre- and posttest responses on the HISMS indicated that, when a mean response level of 50 per cent was taken as neutral, on 14 items fourth graders demonstrated a lower self-concept; on one item they remained the same; and on 25 items they demonstrated a higher self-concept. As a result of the classroom intervention, the attitude of the students seemed to improve in the areas of teacher-student relationships and academic ability. (Author/RH)

ED 212 404 RC 013 136

Burns, Robin

Education, Development and the Search for Human Liberation. Development Education Paper No. 11.

United Nations Children's Fund, New York, N.Y.
Pub Date-78
Note-17p.; For related documents, see RC 013 135-144. Paper presented at a UNICEF Conference on the International Year of the Child (Australia, 1978).
Available from-UNICEF, 866 UN Plaza, New York, NY 10706.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cultural Awareness, *Developed Nations, *Developing Nations, Educational Development, *Educational Philosophy, Elementary Secondary Education, Foreign Countries, *Global Approach, International Education, Rural Development, World Affairs, World Problems
Identifiers-Australia, *Conscientisation, Consciousness Raising, *Development Education, UNICEF

The text of a speech at a UNICEF conference in Australia, this document discusses how development education has come into being, why it is important, and prospects and problems for furthering the work. Amidst criticism of the sincerity of donor charity, the honesty and effectiveness of helping agencies, media overexposure, and the questioning of us'' going to solve their problems,'' the work of Brazilian Paulo Freire in the 1970's articulated an approach to development education called conscientisation. Seen in this way, development education is concerned with fundamental human situations and with an approach to people which does not present predetermined solutions but starts an action-reflection spiral which enables them to implement their own solutions. Because education can change outlooks, habits, and modes of thinking and feeling, development education must be an active process where teacher-learner distinctions become blurred in the joint process of discovery of self and others. The first step for interested agency members, teachers, and concerned individuals is to clarify what their situation is, their awareness of development, its meaning and action implications, and to be convinced that education is a fundamental need in Australia to further the work of development, liberation, and justice. (NEC)

ED 212 557 SP 019 145

Scott, Robert A.

Teacher Education: Tomorrow's Impact.

Pub Date-Oct 81
Note-9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators of Indiana (Turkey Run, IN, October 19, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accreditation (Institutions), *Declining Enrollment, *Educational Trends, Higher Education, *Program Development, Resource Allocation, Retrenchment, *Schools of Education, Student Motivation, *Teacher Education, Teacher Motivation, *Teacher Recruitment, Teacher Supply and Demand

In discussing the future of teacher education, several factors can be considered. The control of teacher education is exercised by college and university faculty, professional associations, government agencies, and accreditation groups. In preservice and inservice teacher education, there is a need for more discipline-based study and clinical internships, broader advisory councils, increased college education faculty involvement with school classrooms, and higher admission standards for entry into teacher education. Anticipated changes in the field of teacher education are in the areas of enrollment patterns, reallocation of resources, accreditation standards, and the supply and demand of teachers. New incentives for students and programs are needed. These can be in the areas of specialized grants or loan forgiveness, incentives to discontinue or consolidate unneeded programs, allocation of resources to high priority areas, leadership development, cooperation between schools and colleges, and attracting new persons to teaching. The new priorities for teacher education should include attention to learning research and basic school curriculum. (JD)

ED 212 595 SP 019 594

Kelly, Eugene W., Jr.

Beyond Schooling: Toward a Universalized System of Education.

Pub Date-Feb 82
Note-28p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 18, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, College Role, Educational Change, Educational Objectives, Higher Education, *Individual Development, Industrial Training, Leisure Time, *Lifelong Learning, *Nonschool Educational Programs, Professional Training, *Schools of Education, *Teacher Education

A comprehensive educational system should have enough internal identity and channels of communication so that educators in one setting can identify with those in other settings. The settings in which education takes place are not only schools and colleges, but also business, industry, and human services settings. The feasibility of establishing a comprehensive educational system with links between educators in these three settings is examined. Education is regarded as a life-long process for individuals in their societal, individual professional/vocational, corporate, cultural, and leisure spheres. Its goals are personal well-being, the common welfare of society, delivery of professional and commercial goods and services, the production of wealth, and personal and social quality. Various settings offer opportunities for developing skills to meet these goals the family and community, colleges, schools, cultural institutions, social and religious agencies, employee training in business and industry, and continuing education in professional and trade associations. Schools, colleges, and departments of education (SCDEs) have a role in preparing individuals who will be responsible for teaching in these diverse settings. SCDEs can collaborate in planning teacher education programs for educators in diverse settings that complement the existing curricula of these units. A growing body of literature exists on ways in which SCDE faculty members can develop a fully comprehensive system of education within its present professional training program. (JD)

ED 212 615 SP 019 643

Simmons, Lisso R. Sweatt, Janet N.

Survey of Teacher Education Admission Requirements in Eleven Southern States, 1982.

Pub Date-Feb 82

Note-16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Standards, Admission (School), *Admission Criteria, Educational Legislation, Higher Education, Preservice Teacher Education, *Schools of Education, *State Standards, *Teacher Education Programs, *Teacher Qualifications

Identifiers-*United States (South)

Requirements for student entrance into teacher education programs in 11 southern states were surveyed on two levels: state requirements and teacher education institution requirements. The states studied were Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Texas. It was found that all the states except Arkansas had passed legislation on admission requirements for teacher education programs. The admission requirements for teacher candidates into 84 college and university teacher education programs in the eleven states were also examined. Among the criteria used most freqently by the institutions were grade point averages, successful completion of a course in education with laboratory experiences, recommendations by faculty members, and written language proficiency. A comparison between the state requirements and the institutional requirements revealed that the statewide requirements were more specific. It is suggested that prospective teachers should have basic communication skills before they graduate. (FG)

ED 212 247 HE 014 788

Kincaid, Marylou Butler
Training Counselors of Women: An Institute Model.
Pub Date-80
Note-6p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Quebec, Canada, September 1-5, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Counseling Techniques, Counselor Attitudes, Counselor Role, *Counselor Training, Evaluation Needs, *Females, Helping Relationship, Higher Education, *Individual Development, Models, Program Development, *Summer Programs, *Womens Studies

The Summer Institute in Counseling Girls and Women, a training model offered by the Graduate School of Education's Psychology in Education Program at the University of Pennsylvania, is described. The Summer Institute integrates the three curricular areas of the psychology of women, counseling of women, and organizational and program development to encourage counselors to provide direct and indirect services and to view themselves as psychoeducators rather than remedial counselors. These three course units are described, along with the following objectives of the Institute: (1) to examine and evaluate both traditional and contemporary approaches to counseling girls and women; (2) to become familiar with the literature on sex bias in education and counseling and examine their attitudes toward females; (3) to develop understanding of the developmental needs and issues of women in general and subgroups of girls and women; (4) to develop understanding of how societal forces have served to limit female development; (5) to develop helping skills (e.g., individual and group counseling, program planning, and intervention); and (6) to develop skills for evaluating materials, procedures, and tools used in the helping process, such as career information and interest measures. Institute courses are taken as electives by students from other professional programs (education, nursing, and social work), and it appeals to both graduate students in training and practicing counselors. Additionally, the Institute serves an income-producing function for programs that may be experiencing some decline in tuition income, especially during the summer months. (SW)

ED 212 346 PS 012 357

Hatoff, Sydelle H. And Others

Teacher's Practical Guide for Educating Young Children: A Growing Program.

Research for Better Schools, Inc., Philadelphia, Pa.
Report No.-ISBN-0-205-07126-0
Pub Date-81
Note-278p.
Available from-Allyn and Bacon, Longwood Division, Link Drive, Rockleigh, NJ 07647 (Paper, $16.95).
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Classroom Design, Educational Objectives, *Educational Philosophy, Individualized Instruction, *Instructional Development, *Integrated Activities, Learning Activities, Mainstreaming, Parent Participation, *Preschool Education, *Program Development, Staff Development, Teaching Guides, Teaching Methods

Intended for all those involved in planning and carrying out activities with 3- to 5-year-old children, this text provides a practical guide to creating a Growing Program'' a planned, flexible, evolving educational environment of things, people, and activities for preschool children. Based on continuous observation by teachers of children's needs, progress and problems, each developing Growing Program will be ultimately unique. The sections of the guide initially focus on selecting educational goals and developing and implementing a philosophy of teaching. The focus then shifts to a discussion of child development and teaching. Guides for observing and recording children's behavior and for individualizing instruction are provided. Subsequent sections of the guide focus on the following: selecting, setting up, supervising, and evaluating activity areas; choosing activities; procuring and using materials; teaching techniques; teacher awareness of and use of space and time; staff development; parent participation; and mainstreaming. The final section provides a framework for self-assessment for those who have used the guide. (Author/RH)

ED 212 460 SE 035 429

Clean Air for Anchorage and Fairbanks: Curriculum for Grades 1-6.

South East Regional Resource Center, Juneau, Alaska.
Spons Agency-Alaska Dept. of Environmental Conservation, Juneau.
Pub Date-Feb 80
Note-67p.; For related document, see SE 035 430.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Air Pollution, Elementary Education, Elementary School Science, *Environmental Education, Health Education, Public Health, *Science Education, Science Instruction, *Social Studies, *Urban Problems, Weather

Through the 10 lessons in this guide, elementary school students can be introduced to the characteristics of air, methods of air pollution control, air movement, and the health effects of polluted air. A directory of field trip sites and a list of teacher resources is included. Contained in each lesson plan are a materials list, general introduction, questions, and activities. The materials can be used in conjunction with studies in health, science, social studies, and government. Suggested follow-up activities include skills developed in art and English classes. (Author/WB)

ED 212 503 SE 036 389

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement VII (1981).

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Pub Date-Sep 81

Grant-EPA-T-901184-01-0

Note-347p.; For related documents, see ED 182 111, ED 195 448-450, ED 199 076, ED 200 456, and ED 209 104.

Available from-EPA Information Dissemination Project, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $12.00, $4.00 each).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Audiovisual Aids, Citizen Participation, Environmental Education, *Information Dissemination, Instructional Materials, Pesticides, Postsecondary Education, *Resource Materials, Science Education, Technical Education, *Waste Disposal, *Water Pollution, Water Resources

Identifiers-Hazardous Materials, *Waste Water Treatment, *Water Quality, Water Supply

Compiled are abstracts and indexes to selected materials related to wastewater treatment and water quality education and instruction as well as some materials related to pesticides, hazardous wastes, and public participation. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can use the Water Quality Instructional Resources Information System (IRIS) to locate instructional materials to meet very general or highly specific requirements in their programs. (DC)

ED 212 521 SO 013 812

Brenneke, Judith Staley

Integrating Consumer and Economic Education into the School Curriculum.

Joint Council on Economic Education, New York, N.Y.
Spons Agency-Office of Consumer's Education (ED), Washington, D.C.
Report No.-JCEE-310
Pub Date-81
Contract-300790263

Note-48p.
Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 ($1.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Concept Teaching, *Consumer Education, *Curriculum Development, *Economics Education, Elementary Secondary Education, Fused Curriculum, *Integrated Curriculum, Program Implementation, *Social Studies

This publication examines techniques for integrating consumer and economic education into the K-12 social studies curriculum. The intended audience includes school administrators, curriculum developers, and classroom teachers. Many practitioners have found that consumer education is an excellent area for developing the skills of economic analysis. Students find relevance in applying economic concepts to consumer situations since they have already assumed the role of consumers. Consumer education provides many opportunities to show how the public and private sectors allocate resources which are consumed by student and other individuals in the society. There are three major sections to the publication. The first section presents a rationale for including consumer economics in the curriculum. Discussed are the role of economics in consumer education, the multi-grade and multi-disciplinary thrust of consumer education, and the need for focusing on concepts. The second major section presents a methodology to help establish an appropriate sequence for the introduction of specific economic concepts. The third section contains a procedure by which consumer economics can be newly emphasized in the existing curriculum. Examined are the planning procedures for curriculum change, determining the implementation method, and the process of curriculum development and change. The appendices contain a glossary of concepts and a ranking procedure used to develop the hierarchy. (Author/RM)

Neikirk, Mary Leslie, Mary Dee

Sex-Role Stereotyping and Its Effects. Physical Educators for Equity. Module 2.

Eastern Kentucky Univ., Richmond. Dept. of Physical Education.; Education Development Center, Inc., Newton, Mass. Women's Educational Equity Act Dissemination Center.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, D.C.
Pub Date-81
Note-29p.; For related documents, see SP 019 713-720.
Available from-WEEA Publishing Center, Educational Development Center, 55 Chapel Street, Newton, MA 02160 (Set of 7 modules: $8.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Aspiration, Career Choice, Employment Opportunities, Independent Study, *Physical Education, Physical Fitness, Secondary Education, Self Esteem, Sex Bias, *Sex Fairness, Sex Role, *Sex Stereotypes, *Social Behavior, Teacher Attitudes, *Teacher Education

This module, intended for use either as part of a self-study program or in a workshop, is designed to aid secondary school physical education teachers to identify effects of sex-role stereotyping on girls, boys, men, and women and to recognize examples of sex-role stereotyping in three areas of physical education: achievement, self-esteem, and physical well-being. Discussions are presented on the general effects of sex-role stereotyping on academic potential, social-emotional qualities, and occupational potential. Exercises accompany the discussions on the effects of sex-role stereotyping in physical education. A bibliography is included. (JD)

ED 212 717 UD 022 070

Division of Personnel Intensive Teacher Training Program.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency-New York State Education Dept., Albany. Bureau of School Libraries.
Pub Date-Mar 81
Note-47p.; Table on p.31 may be marginally legible due to small size type.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Admission Criteria, *College School Cooperation, *College Students, Disabilities, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Interschool Communication, Program Effectiveness, Program Evaluation, Relevance (Education), *Special Education, *Special Education Teachers, Student Responsibility

The Intensive Teacher Training Program (ITT) was established in response to the critical shortage of special education teachers resulting from the Lora Decree (Education for All Handicapped Children's Act: PL 94-142). Students from ten New York City area colleges were selected to participate in a summer inservice training program. The effectiveness of the program was determined according to the following criteria: (1) the program's success in developing competent teachers; (2) the development of a profile of students; (3) the screening procedures and admission criteria used by colleges; and (4) the quality of college level instruction. The primary data sources of the evaluation included a survey of participating college administrators, a randomly selected survey of supervisors and teachers, and a survey mailed to 600 participating teachers as well as anecdotal records of informal interviews with teacher and administrative personnel. Results of the evaluation indicated inadequacies in the screening and training of participating college students as well as a lack of centralized record keeping, monitoring, and ongoing communication with college administrators. Moreover, it was reported that students did not fulfill their commitment to teach in return for free training and credits. The assignment of the least experienced teachers to the most difficult students without sufficient support, materials, or back-up was cited as a major flaw of the program. (JCD)

ED 212 230 HE 014 731

Carter, Virginia L., Comp.

How to Survey Your Readers.

Council for Advancement and Support of Education, Washington, D.C.

Pub Date-81

Note-62p.

Available from-CASE Publications Order Department, Box 298, Alexandria, VA 22314 ($8.00, prepaid).

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alumni, *Evaluation Methods, Feedback, *Graduate Surveys, Higher Education, Opinions, Pretesting, *Questionnaires, Reading Interests, Research Design, Research Methodology, *School Publications, *Use Studies

Identifiers-*Readership Analysis

Information on why readership surveys are valuable and on how to conduct them is presented, along with sample surveys used at a number of different institutions, and a questionnaire used by the Council for Advancement and Support of Education to measure the opinion of CASE CURRENTS,'' readers. Guidelines for doing a mail survey outline the steps involved in the process, which include: deciding whether a survey will solve the problems being addressed; deciding on groups to be surveyed and the size of the sample; constructing the questionnaire; pretesting the questionnaire; mailing the questionnaire; mailing the reminder card; mailing the questionnaire a second time to nonresponders or the entire sample; tabulating and analyzing the results; and applying what is learned from the survey. An article by Richard D. Haines on why the alumni editor needs surveys considers what surveys show and how to proceed. A second article by Cletis Pride provides additional insights about the process of surveying readers, and also suggests that an interview survey may be a valuable source of information. The sample questionnaire from universities and colleges represent: Rice University, Marietta College, Kansas State University, the University of Maryland, Gallaudet College, Michigan State University, and Baylor University. (SW)

ED 212 268 IR 009 974

Meehan, Merrill L.

Analysis of Five AEL Regional Exchange Inserts to the Educational R&D Report.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date-May 80

Note-28p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrators, Content Analysis, *Educational Research, *Information Dissemination, Newsletters, *Periodicals, Regional Cooperation, *Research and Development Centers, Research Utilization, School Districts, School Personnel, State Departments of Education

Identifiers-AEL Regional Exchange, Educational Research and Development Report, *Educators

To determine whether the content of the Appalachia Educational Laboratory's (AEL) Regional Exchange, which is published as a regional insert to a quarterly magazine entitled the Educational R&D Report, is geared to its target audiences, a content analysis was conducted on five of the AEL inserts. The research questions formulated for the content analysis were: (1) What categories of and how many educators receive the AEL Regional Exchange? (2) What percent of the articles are geared to those categories of educators? (3) What proportion of the insert's total column lines is targeted to those categories of educators? and (4) What is the average number of column lines dedicated to each category? The mailing list of the Educational R&D Report was analyzed to determine the educator categories used in the content analysis. A content analysis form was then designed and the articles in each insert coded for the educator categories at which they were targeted. Data were tallied and analyzed. The results are discussed in detail and presented in four tables corresponding to the four questions addressed by the study. A set of recommendations for changes in the AEL Regional Exchange and a copy of the content analysis form are included. (JL)

ED 212 328 JC 820 028

A Survey of the Attitudes of Adults toward Continuing Education: Report of Findings. Final Report.

Kane, Parsons and Associates, Inc., New York, N.Y.
Spons Agency-La Guardia Community Coll., Long Island City, N.Y.
Pub Date-Jul 80
Note-114p.; Presented as Section Two of An Assessment of the Needs of the Western Queens Community, New York City. For related document, see JC 820 027.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Education, College Attendance, *College Choice, College Planning, *Community Attitudes, *Community Characteristics, Community Colleges, *Community Surveys, Employment Patterns, *Enrollment Influences, Information Sources, Job Satisfaction, Questionnaires, *School Community Relationship, School Schedules

A study of persons living in the vicinity of LaGuardia Community College was conducted to determine respondents' views about problems facing their communities and their attitudes toward and experiences with adult or continuing education. Between April and June 1980, 840 interviews were conducted with adults who were not full-time students. During the interviews, information was sought on respondents' sex, race, age, educational background, income, marital status, neighborhood, and length of residence in the neighborhood. Additional questions focused on perceptions of neighborhood problems, employment patterns, attitudes toward job advancement and related educational programs, participation in continuing education programs, interest in course topics, considerations in school or course selection, and scheduling preferences. Survey findings included the following: (1) inadequate recreational facilities, crime, and neighborhood deterioration were viewed as the most important neighborhood problems; (2) inadequacy of adult education facilities was regarded as a relatively important problem, especially by respondents under 65 years of age; (3) about one-third of the employed respondents were interested in getting a better job, and almost half felt that additional training would be necessary to obtain one; (4) 38% of the sample had participated in adult education; and (5) academic quality, convenience of location, and cost were the main factors influencing institutional choice. The survey instrument is appended. (HB)

ED 212 386 PS 012 656

Banning, Anne

Substitute Care: Does it Serve the Needs of the Children? Unit for Child Studies Selected Papers Number 14.

New South Wales Univ., Kensington (Australia). School of Education.

Pub Date-19 Sep 81

Note-13p.; Paper presented at the Unit for Child Studies Spring Saturday Seminars (Kensington, Australia, September 19, 1981).

Available from-Unit for Child Studies, School of Education, University of New South Wales, P.O. Box 1, Kensington, NSW 2033, Australia ($2.00; payment should be made in American dollars).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adoption, Attachment Behavior, *Childhood Needs, Foreign Countries, *Foster Family, Legislation, Parent Child Relationship, *Parents

Identifiers-Australia, Biological Parents, *Parent Rights, Placement (Foster Care), Psychological Parents, *Separation Anxiety

The issue of whether or not the basic principle guiding the placement of Australian children in need of care is applied in practice is addressed in this expanded seminar paper. It is pointed out that the principle stating that the child's welfare should be of paramount concern has been incorporated into Australian legislation in the Adoption Act and the Family Law Act. It does not appear, however, in the proposed Child and Community Welfare Act (circa 1981). The history of child welfare provision, Australian law, the psychological parent and bonding, and the biological parent are the topics initially taken up. Subsequently, the topics of the impact on the child of separation, early adoption, late adoption, and long- and short-term foster care are discussed. It is concluded that in Australian society, the child's ties with biological parents are overvalued. The proposed Child Welfare Act makes termination of parental rights increasingly difficult even though research findings indicate that adoption of young children is preferable to long-term foster care. To the extent that the law protects the rights of biological parents over the best interests of the child, the legal principle that the child's welfare should be of paramount concern is completely abandoned in practice. (Author/RH)

ED 212 423 RC 013 155

Cousineau, Claude

The Outdoor Education Students in the Canadian University.

Pub Date-81

Note-20p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Career Choice, *College Students, Comparative Analysis, Foreign Countries, Higher Education, *Individual Characteristics, *Outdoor Education, Personality Traits, Physical Education, *Student Characteristics

Identifiers-*Canada, University of Ottawa (Canada), University of Toronto (Canada)

A study was undertaken to obtain selected information on outdoor education students of three academic departments (Physical Education and Recreology Departments, University of Ottawa; School of Physical and Health Education, University of Toronto) in Canadian universities, to determine what differences there might be between those who aspire to a career in outdoor education and other students in the same departments. Two questionnaires, one in 1980 and one in 1981, were administered to all third and fourth year students (N 284) of the departments to identify the number and proportion of students motivated towards a career in outdoor education, to determine if outdoor education students had different academic performances than others in the same department, and to provide data on intensive participation in outdoor recreation activities, motivations for such participation, and student motives for aspiring to careers in outdoor education. Results indicated: a large proportion of students in departments with such courses aspired to careers in outdoor education; students appeared to be equal in academic achievement to their peers in the same department, as measured by grade average; outdoor education students engaged substantially more in outdoor recreation activities than did other students; and reasons for engaging in those activities were the same for outdoor education students as for their peers. (CM)

ED 212 441 RC 013 176

Jackson County Migrant Education. Migrant Education - Harvests of Hope.
Jackson County Education Service District, Medford, Oreg.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date-81
Note-26p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alphabets, Bilingualism, *Educational Resources, Elementary Secondary Education, English (Second Language), Language Acquisition, *Learning Activities, Migrant Children, *Migrant Education, Migrant Programs, Migration Patterns, Spanish Speaking, *Speech Communication, Student Characteristics, Student Needs, *Teacher Role
Identifiers-*ESEA Title I Migrant Programs, Migrant Education Program, *Oregon (Jackson County)

A compilation of materials to aid Jackson County, Oregon migrant teachers, the document includes: (1) a discussion of the background and relationship between Title I (Disadvantaged Education) and Title I-M (Migrant Education Program) of Public Law 89-10; (2) a description of migrant migration patterns in Jackson County; (3) a county map locating migrant students and migration patterns; (4) a summary of the Jackson County Migrant Education Program delineating staff, funding, districts served, eligible students, services of the Migrant Student Record Transfer System, grade levels of service, parental involvement, and the summer school program; (5) basic knowledge about the language development of migrant children and their abilities to communicate in the classroom; (6) the importance of names and personal identity; (7) suggestions for meeting the needs of the migrant child through oral language development and independent activities; (8) 23 learning activities, i.e., making picture dictionaries, pantomime, observing native culture celebrations, studying family relationships, labeling classroom objects; (9) a pronunciation guide to the Spanish alphabet; (10) 45 Spanish-English survival statements to aid teachers in communicating with migrant students; and (11) a list of 33 sources for educational materials and tests for linguistically different children. (NEC)

ED 212 539 SO 013 864

Tedesco, Paul H., Ed. And Others

Decision-Making Casebook for Business and Economics.

Business History and Economic Life Program, Inc., Boston, Mass.
Pub Date-77
Note-55p.; For related documents, see ED 133 280 and SO 013 865-869.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Advertising, *Business Education, Case Studies, *Decision Making, Economic Factors, *Economics Education, Marketing, Problem Solving, Resource Materials, Secondary Education, *Social Studies

These teacher developed case studies taken from the business world are presented to help secondary students develop an understanding of economics and of the decision-making process. The studies describe real business situations. All historical and current facts are provided for each of the seven case studies. In the first case, students debate whether the lobby for a shoe corporation should be in favor or against shoe import quotas from Taiwan and Korea. In the second group of studies, students acting as Field Supervisors of Collections for the Public Service Company must make some tough decisions on what customers will be shut off. In the third case study, students must decide upon the most profitable layout for a self-service, neighborhood discount department store. Students must decide on a sales program for a company in the data processing industry in the fourth case study. The fifth case study involves students in reading the Sheraton Corporation's case against a current bill on the minimum wage before the House of Representatives. Students acting as members of the House must decide how they would vote. The last two case studies involve students in making decision concerning advertising for the Howard Johnson restaurant chain and implementing new ideas for the Filene retail department store. (Author/RM)

ED 212 576   SP 019 544

Brady-Ciampa, Bartholomew

Academic Performance and Underlying Personality Predispositions of Provincial vs. Regional Graduate Students.

Pub Date- 81

Note-44p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Ability, *College Transfer Students, Education Majors, *Graduate Students, Higher Education, Inservice Teacher Education, Masters Programs, *Student Attitudes, *Student Characteristics, Student Mobility, Teacher Education Programs

Graduates of masters' degree programs in education at a small midwestern state college were surveyed to determine the academic and attitudinal differences between those who had obtained their undergraduate degree at other institutions (regional group) and those who were continuing their study toward a graduate degree at the same college (provincial group). In Phase I of the study, examination of the undergraduate grade point averages and Graduate Record Examination scores of the last eight years of masters' degree recipients showed no significant differences between the provincial and the regional groups. In Phase II, when the same data were analyzed by graduate academic discipline, statistically significant differences emerged across the eight disciplines studied. Phase III measured the attitudinal differences between graduates of the regional and provincial groups for the past three years, using the California F-Scale and the Gough-Sanford Rigidity Scale. Data were categorized by the type of institution attended by the regional group members, but no significant differences were found. Phase IV measured attitude characteristics by graduate majors of the two groups. No significant differences resulted from the analysis of the Gough-Sanford Rigidity Scale results, but the California F-Scale produced enough data to warrant examining each of its nine subscales independently. Phase V validated the Likert-type scales used in Phases III and IV. The finding that academic and attitude differences were not institutionally based but discipline-related could have implications for admissions policies, accreditation standards, and personal counseling techniques. Appendices present comparisons of data collected on the graduate students. (FG)

ED 212 675 TM 820 125

Pupil Appraisal Handbook. Bulletin 1508. Revised.
Louisiana State Dept. of Education, Baton Rouge.
Pub Date-81
Note-93p.; For related document see ED 189 747.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Disabilities, Elementary Secondary Education, *Eligibility, *Evaluation Criteria, Evaluation Methods, Gifted, *Handicap Identification, *Special Education, *Student Evaluation, Student Placement, Talent Identification
Identifiers-*Louisiana

This bulletin serves as a guide for the conduct of pupil appraisal services in Louisiana. It includes procedures, standards, and criteria for identifying children eligible for special education and/or related services. In addition, a general description of pupil appraisal services encompasses personnel, responsibilities, rights of students and parents, and timelines to be observed. Criteria for eligibility, screening, and evaluation procedures are detailed for the following exceptionalities: adapted physical education, autism, behavior disordered, deaf-blind, slow learner, emotionally disturbed, gifted, handicapped infants, hearing impaired, hospital/homebound, learning disabled, mentally retarded, multi-handicapped, non-categorical preschool handicapped, orthopedically handicapped, other health impaired, severe language disordered, speech impaired, talented, and visually handicapped. (Author/GK)

ED 212 696 UD 021 841

Crummey, Nefertari
Violence as a Means of Conflict Resolution.
Pub Date-80
Note-51p.; Not available in paper copy due to author's restrictions.
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Activism, *Blacks, Change Strategies, *Conflict Resolution, Dissent, Police Action, Political Socialization, Power Structure, *Racial Relations, Social Behavior, Social Change, Socioeconomic Influences, *United States History, Urban Problems, *Violence

This paper describes, from an historicial perspective, the causes and consequences of violent outbreaks involving the black community and examines the effectiveness of various kinds of violence in the resolution of conflict. Violence as a means of protest and a method of change is presented as an integral factor in the shaping of American history. Violence against blacks as a controlling strategy, black community and commodity riots, and alternatives to riots are discussed. It is suggested that white backlash and the emergence of a law and order point of view, extensive property damage, and the polarization of attitudes within the white community as well as death or injury are among the negative effects of urban riots. Also examined, however, is the positive view of violence as primarily a political protest necessary to achieve social change. Urban riots are said to focus attention on the problems of urban ghettos and increase efforts to alleviate these problems while politicizing the black community. The paper concludes that a cooperative process of conflict resolution is much preferred to a competitive one, but with the absence of an adequate power base, riots remain as an alternative to increase power, if only for short periods of time, and to affect decision making processes. (JCD)

ED 212 737 UD 022 096

Mitchell, Maxine R., Comp. And Others

Relationships with Others. Our Human Ties. Monograph Los Angeles Unified School District, Calif.

Pub Date-Jan 77

Note-109p.; Not available in paper copy due to institution's restrictions; for other documents in this series, see UD 022 094-100.

Available from-Los Angeles Unified School District, Instructional Publication Unit, 450 North Grand Avenue, Room G-390, Los Angeles, CA 90012 ($14.00 per set plus 6 percent sales tax).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Family Role, Group Behavior, *Human Relations, *Individual Differences, Instructional Materials, Interpersonal Competence, *Multicultural Education, Personality Traits, *Role Perception, *Social Behavior, Social Sciences

Identifiers-Los Angeles Unified School District CA

This teaching guide, developed by the Los Angeles (California) Unified School District, presents concepts about relationships and a description of instructional objectives and activities which deal with family relationships, qualities of character and personality, and the teaching-learning act. A particular concept and objective are defined for each instructional activity. The activities emphasize role perception and changing roles and functions among members of a social or family group. A format for developing additional activities, a procedure for writing behavioral objectives, a glossary, and a bibliography are appended. (JCD)

ED 212 291 IR 010 000

Terzian, Peter J.

Microcomputers in Public Schools: Albany, Schenectady and Saratoga Counties of New York State.

Pub Date-Dec 81
Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitudes, *Computer Oriented Programs, *Computer Programs, Elementary Secondary Education, *Microcomputers, *Public Schools, Questionnaires, School Surveys
Identifiers-*New York

A questionnaire was distributed to 31 public school districts in the counties of Albany, Schenectady, and Saratoga in New York State to determine the extent of microcomputer utilization, as well as attitudes surrounding their use. The survey yielded a 29 percent return. The responding schools indicated that the predominant use is in math for grades 3-12, with the accent on programming in the 11th and 12th grades; software is purchased, except where students are learning programming or in chemistry where students and teachers are doing the programming; in some cases the microcomputers need to be made more accessible to a greater number of students; administrators' attitudes toward microcomputers are generally favorable; and teachers' responses ranged from just a tool'' to impressed.'' Eight references are listed. (LLS)

ED 212 310 JC 810 537

Vancouver Community College Educational Plan, 1980-1985.

Vancouver Community Coll., British Columbia.
Pub Date-Dec 80
Note-150p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Budgeting, *College Planning, College Programs, Community Colleges, Educational Facilities Planning, Educational Finance, Educational Planning, Enrollment Projections, Foreign Countries, *Institutional Characteristics, *Long Range Planning, *Organizational Objectives, Resource Allocation, School Community Relationship, Space Utilization, Two Year Colleges
Identifiers-British Columbia (Vancouver)

This long-range educational plan charts the directions of Vancouver Community College for the period 1980 through 1985. In the introduction, the history of the plan's development is outlined. Chapter I provides a history of the college; presents its organization and structure; and gives an overview of instructional programs, instructional facilities, and operating budget. Chapter II examines the institutional factors and the market factors, including the demographic, economic, and educational settings, likely to affect the 1980-85 plan. Chapter III outlines the nine goals of the college for the 1980's, which relate to the range of college programs, program quality, accessibility, structure, decision making, communication, community relations, support services, and accountability. Areas where improvements and adjustments should be made under the plan are discussed in Chapter IV, specifically with regard to program emphasis and modes of delivery, instructional and student support services, organizational setting, facilities, budget, and planning. Appendices, which make up two-thirds of the report, list the membership of the Educational Plan Committee; provide action plans for dealing with institutional factors likely to affect the educational plan; give a detailed descriptive analysis of market factors which may have an impact on the plan; provide enrollment projections by campus and program area; list space allocations by campus; and present the projected budget for 1980-81 through 1985-86. (HB)

ED 212 367 PS 012 629

Cohen, Marlene Cresci And Others

The Intergenerational Caregiving Program: A Replication Manual.

Spons Agency-California State Postsecondary Education Commission, Sacramento.; Zellerbach Family Fund, San Francisco, Calif.

Pub Date-81

Note-55p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Child Caregivers, *Day Care, Early Childhood Education, *Middle Aged Adults, *Older Adults, Postsecondary Education, Program Descriptions, Seminars, *Training

Identifiers-*Intergenerational Programs, Replication

The Intergenerational Caregiving Program (ICP), a year long educational experience in human development and child care for older adults, is described in this replication manual. In its first year of operation, the ICP recruited older, usually retired adults from agencies and organizations in San Francisco that serve older people. The 22 older adults selected ranged in age from 52 to 78 years, were predominantly female, and represented various racial and ethnic groups and social classes. Agencies, such as child care centers, family day care homes, and pediatric hospital units and clinics, requested that older adults participating in the ICP be placed in their settings. Total weekly participation of older adults at their sites and in seminars conducted for 7 months ranged from 15 to 20 hours. Participants received small stipends and bus passes to defray expenses incurred. At each child care site receiving an ICP participant a staff member was assigned the role of preceptor. Preceptors provided guidance, instruction, and each quarter estimated changes in participants' caregiving competencies and human relations skills. Upon completion of the ICP experience, 38 per cent of participating older adults accepted employment working with children and others continued as regular volunteers or maintained previous foster grandparent roles. (The document concludes with a brief discussion of program problems, issues and implications, and related appended materials.) (Author/RH)

ED 212 461 SE 035 430

Clean Air for Anchorage and Fairbanks: Curriculum for Grades 7-12.
South East Regional Resource Center, Juneau, Alaska.
Spons Agency-Alaska Dept. of Environmental Conservation, Juneau.
Pub Date-Feb 80
Note-89p.; For related document, see SE 035 429. Contains light and broken type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Air Pollution, *Environmental Education, Health Education, Public Health, *Science Education, Science Instruction, Secondary Education, Secondary School Science, *Social Studies, *Urban Problems, Weather

Ten lessons on air and air pollution comprise this guide for secondary school teachers. Among the topics addressed are pollutants, health effects, weather inversions, personal involvement, and automobile emissions. Particular emphasis is placed upon problems in Alaskan cities. Lesson plans contain a materials list, background information, questions, and activities. The materials can be used in conjunction with classes in health, government, science, and social studies; suggested follow-up activities involve skills developed in art, English, drama, and library classes. A list of field trip sites and teacher resources is included. (Author/WB)

ED 212 482 SE 036 098

Mathematics Curriculum Guide K-8. Bulletin 1609.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
Pub Date-81
Note-1,464p.
Pub Type Guides - Classroom - Teacher (052)
EDRS Price - MF12/PC59 Plus Postage.
Descriptors-Basic Skills, Competency Based Education, Educational Objectives, Elementary Secondary Education, Guidelines, Instructional Materials, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Minimum Competencies, State Curriculum Guides, *State Standards
Identifiers-*Louisiana

This guide is a consequence of Act 750 of the Louisiana Legislature, which mandated the development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools. Ten domains of mathematical content have been identified for use in this guide: (1) Sets; (2) Numeration; (3) Whole Number Operations; (4) Fractions and Operations; (5) Decimals and Decimal Operations; (6) Percent, Ratio, and Proportion; (7) Squares and Square Root; (8) Relations and Functions; (9) Measurement and Estimation; and (10) Geometry. The document has three major sections. The first section outlines suggested course content for each of grades K-8. Part two lists minimum standards for basic skills, listed under the 10 content domains. The third section lists three activities for each objective of each domain. The first activity suggested is aimed at the average learner, the second is intended to challenge the more able students, and the third activity is directed to pupils who have special needs and will profit more from hands-on experiences. It is felt that teachers should view the activities provided as tools that may be used a variety of ways to stimulate instruction. (MP)

ED 212 558 SP 019 335

Harder, Martha

Faculty Productivity in Colleges/Schools of Education.

Pub Date-81

Note-43p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Rank (Professional), College Faculty, Decision Making, Educational Researchers, *Evaluation Criteria, Faculty College Relationship, Faculty Workload, Higher Education, Noninstructional Responsibility, *Productivity, Retrenchment, *Schools of Education, *Teacher Educators, *Teacher Evaluation, *Teacher Promotion, Teacher Salaries, Tenure

The results of a survey of 65 colleges of education on how they evaluated the productivity of their faculty are reported. Most of the responding institutions agreed with a definition of productivity as the sum of all activities which are related either directly or indirectly to professional duties, responsibilities, and interests. The 21 doctoral degree-granting colleges indicated a slightly higher amount of concern about the level and evaluation of faculty productivity than did the other institutions. The data are organized into four broad areas. In the section on teaching loads, full-time teaching loads, indexing teaching loads, workload specifications, and off-campus teaching are covered. Information dealing with productivity calculations included faculty classifications, productivity aggregation, and frequency of data gathering. A section on factors in decision making elicited responses on the importance of teaching, research, service, merit evaluations, and estimations of productivity. A section on methods being used to increase faculty productivity lists the ten general categories mentioned most frequently. Twenty conclusions based on the findings are summarized. (FG)

ED 212 596 SP 019 595

Diem, Richard A.

The Role of Technology in Teacher Education: Preparation for the Twenty-First Century Classroom.

Pub Date-Feb 82
Note-13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Computer Literacy, Computer Oriented Programs, *Curriculum Development, Educational Needs, *Educational Technology, *Educational Trends, Higher Education, Interdisciplinary Approach, Preservice Teacher Education, *Teacher Education Curriculum

The increasing availability and usefulness of computers in the classroom has made computer literacy not a luxury but a necessity for most schools. Recent studies have shown that teachers have not been adequately trained to use such educational technology. However, several training models can be used by colleges of education to meet this need. A course in computer literacy, such as Introduction to Computers'' can be added to the curriculum. Many colleges of education have restructured an audiovisual training course or added an educational technology course. Another method is to integrate the educational uses of technology throughout the courses in the curriculum. A state inservice or certification requirement may be the impetus for needs-based courses in minimum technology competencies. An integrated followup approach could begin in preservice training and continue through a university-collaborated inservice program. In planning to use these models, three factors must be considered: the future needs of the users; the applications of computers to educational settings; and the impact of technology on school settings. (FG)

ED 212 616 SP 019 644

Fagan, Edward R. And Others

Secondary Teacher Education. A Model for the Eighties. Monograph I.

Pennsylvania State Univ., University Park. Div. of Curriculum and Instruction.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg.

Pub Date-May 81

Note-113p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Competency Based Teacher Education, *Curriculum Development, Educational Change, *Field Experience Programs, Higher Education, *Preservice Teacher Education, *Program Evaluation, Schools of Education, Secondary Education, Secondary School Teachers, *Teacher Education Curriculum, *Teacher Education Programs

Identifiers-*Pennsylvania State University

A preliminary report on changes in Pennsylvania State University's College of Education program for secondary teachers is given through essays written by faculty members. Two papers on theoretical models explore the basis for implementing changes in teacher education programs. An analysis of five stages in the development of novice teachers is presented. The changes initiated in the university's teacher education programs are outlined in the two subsequent papers. The first paper gives the conceptual basis and the curriculum design for the secondary education teacher preparation programs and lists general competencies and course activities. The second describes the purposes, procedures, and evaluation methods of the sophomore, junior, and senior year field experience programs. Program evaluation is the subject of the last two papers. An evaluation of the field experience program is reported in one paper, which concludes with recommendations for future practice. The last paper is concerned with internal evaluation of the reformulated secondary education program, and provides a description of the evaluation design and data collection methods. An epilogue briefly discusses future developments, such as changing from the term to the semester system in 1983 and the use of computers in assessing prospective teachers. (FG)

Shively, Joe E. Prentis, Catherine
Needs Assessment Project: Content Analysis of Legislative Activities and Newspaper Articles.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-30 Nov 81
Note-52p.; For related document see TM 820 042.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Content Analysis, Curriculum Problems, Educational Finance, *Educational Needs, *Legislation, *Needs Assessment, *Newspapers, Personnel Management, Press Opinion, Research Design, *State School District Relationship
Identifiers-*Needs Assessment Project (AEL)

Following issuance of an administrative policy statement detailing procedures for establishing long-term institutional relationships, the National Institute of Education (NIE) formally requested the Appalachia Educational Laboratory (AEL) to conduct a regionwide assessment of educational needs. Four major events are associated with the implementation of the plan of operation for the Needs Assessment (NA) Project: (1) conducting state conferences to identify educational needs; (2) determining the validity of the lists of educational needs; (3) developing state R&D service agendas through meetings with State Education Agency personnel and (4) developing AEL's long-term programmatic R&D agenda. The document offers a variety of appendices showing legislative results on education-related legislation. Also shown are tables analyzing newspaper coverage of issues the schools deal with. The content analysis of newspaper articles indicated that school finance/funding and fiscal concerns related to higher education (i.e., tuition increases) were the hot'' topics. Political action, busing, and desegregation topics were also frequently presented. House and Senate bills are listed as vetoed or initiated into law. (Author/CE)

ED 212 214 HE 014 695

Age Group and Sex of Students, Fall 1979.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
Report No.-SUNY-OIRAS-8-81
Pub Date-Nov 81
Note-186p.; Map may not reproduce well due to small print.
Available from-State University of New York, Office of Institutional Research and Analytical Studies, Albany, NY.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Age Groups, Annual Reports, *College Students, Community Colleges, *Enrollment Trends, *Females, Full Time Students, Graduate Students, Higher Education, *Males, Part Time Students, *State Universities, Student Characteristics, Technical Institutes, Trend Analysis, Two Year Colleges, Undergraduate Students
Identifiers-*State University of New York

The 1979 annual report of the State University of New York on comprehensive data on the age group and sex of students is presented. The major statistical tables array four student characteristics: age group, sex, level (undergraduate or graduate), and load (part-time or full-time). Part one contains summary data for the entire system and each institutional type within the system. For each of the headcount tables in this section there is a corresponding table providing percent distribution arrays of the headcount data. Part two contains headcount arrays of students by age group, sex, full-time and part-time enrollment, and undergraduate and graduate enrollment level for each institution. Part three contains summarized historical trend data on all students from fall 1974 through fall 1979. In addition, trend data for first-time undergraduate students has been included for full-time and part-time students and is displayed in headcount and percent arrays. Trends are provided for senior colleges, two-year colleges, agricultural and technical colleges, and community colleges, as well as for the whole system. A map locating the institutions of the state university is included. (SW)

ED 212 248 HE 014 810

Brown, Peggy, Ed.
Teaching about Values and Ethics.
Association of American Colleges, Washington, D.C.
Pub Date-Feb 82
Note-19p.
Available from-Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
Journal Cit-Forum for Liberal Education; v4 n3 Jan-Feb 1982
Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Catholic Schools, Church Related Colleges, *College Curriculum, College Role, Decision Making, Degree Requirements, *Educational Objectives, *Ethical Instruction, Higher Education, Humanities, Justice, Liberal Arts, Mathematics, *Moral Development, Moral Values, Natural Sciences, Philosophy, Problem Solving, Professional Education, Public Policy, Religious Education, Social Sciences, State Universities, Undergraduate Study, Values Clarification, *Values Education
Identifiers-Alverno College WI, Ohio State University, Rollins College FL, Siena Heights College MI, Syracuse University NY, University of Maryland

Approaches used by colleges and universities to implement values clarification and inquiry, moral education and development, and normative and applied ethics into the curriculum are examined, along with the way that the schools are defining values education in terms of their own students and mission. In Values in the Curriculum,'' Edward A. Langerak describes some of the objectives of values education, including consciousness-raising and moral training. It is suggested that faculty members do not need to agree on these objectives in order to successfully team-teach an interdisciplinary values course. In Students' Developing Views of Pluralism in Knowledge and Value,'' William G. Perry, Jr. suggests that one difficulty in teaching values is that students may move into the stage of their moral development in which they suddenly realize the pluralism of values, and this realization causes them to resist making decisions or value judgments. Perry labels this stage as absolute personalism'' because students express the view that anything goes'' and refuse to see any opinion as better than another. He based his nine-position intellectual and ethical developmental scheme on the results of interviews with Harvard and Radcliffe students between 1954 and 1963. Descriptions are provided on the following university programs: Liberal Arts Clusters at Syracuse University, New York; Values Throughout the Curriculum at Alverno College, Wisconsin; The Center for Philosophy and Public Policy at the University of Maryland; Decision Making and Evaluation at Rollins College, Florida; Moral Development in Values Courses, Siena Heights College, Michigan; and Ethical Concerns and the Helping Professions, The Ohio State University. Brief descriptions of additional programs and a list of resources are included. (SW)

ED 212 405 RC 013 137

Muro, Osamu

Development Education and Japan. Development Education Paper No. 12.

United Nations Children's Fund, New York, N.Y.

Pub Date-80

Note-12p.; For related documents, see RC 013 135-144.

Available from-UNICEF, 866 UN Plaza, New York, NY 10706.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Awareness, *Cultural Isolation, *Developed Nations, *Developing Nations, Economic Development, *Educational Development, Educational Philosophy, Foreign Countries, Global Approach, Individual Characteristics, International Education, Political Attitudes, Religious Factors, Rural Development, *Social Characteristics, World Affairs

Identifiers-*Development Education, *Japan

Unique economic, social, and cultural conditions explain why Japan, as one of the leading industrialized nations, has no organization which specializes in or is concerned with development education. Contributing factors are: (1) economic success is so recent (late 1960's) that people are involved internally enjoying hard won affluence; (2) geographical isolation and homogeneous culture have prevented an international outlook; (3) with no immigrant workers, Japan, itself, has no development education problems; (4) monolingualism has insulated the country from international change; (5) no Japanese language translation exists for the term, development education; (6) the diminished social role of religion has reduced voluntary charitable organizations concerned with the poor; (7) the vertical'' nature of social relations does not cultivate respect and compassion towards others; (8) no specialized government department administers development cooperation; (9) the educational system does not foster compassionate concern for others. Phenomena that may favorably affect development education in Japan include: availability, since 1974, of booklets (list appended) describing Japan's development cooperation; overseas 16-30 day teacher education trips that will influence potential development education leaders; mass media efforts exposing problems of developing nations; and organizations (list appended) now engaged in international education that could encompass development education activites. (NEC)

Cohen, Michael R., Comp. Flick, Larry, Comp.

Expanding Children's Thinking Through Science, CESI Sourcebook II.

Council for Elementary Science International.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Dec 81
Contract-400-78-0004
Note-153p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Creative Activities, Creativity, Divergent Thinking, *Elementary School Science, Elementary School Students, Elementary Secondary Education, Middle Schools, *Problem Solving, *Science Activities, Science Education, Visual Learning

This is the second sourcebook that has been produced by members of the Council of Elementary Science International (CESI) in cooperation with the ERIC Clearinghouse for Science, Mathematics, and Environmental Education. This sourcebook is focused on activities designed to enhance children's thinking. Activities emphasizing creativity, inventiveness, visual thinking, and problem solving have been made available to teachers so the activities can be easily incorporated into the teacher's lesson plans. Each activity includes the title, focus (a short description of the concepts and/or skills developed by the activity), challenge or problem posed to students, background information (if needed), a list of materials, suggestions for implementation, further challenges, and references. (Author/PB)

ED 212 635 SP 019 716

Chrietzberg, Agnes

Biological Sex Differences. Physical Educators for Equity. Module 3.

Eastern Kentucky Univ., Richmond. Dept. of Physical Education.; Education Development Center, Inc., Newton, Mass. Women's Educational Equity Act Dissemination Center.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date-81

Note-31p.; For related documents, see SP 019 713-720.

Available from-WEEA Publishing Center, Educational Development Center, 55 Chapel Street, Newton, MA 02160 (Set of 7 modules: $8.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement Need, *Equal Education, Independent Study, Performance Factors, Physical Activities, *Physical Characteristics, *Physical Education, Program Development, Secondary Education, *Sex Differences, Sex Discrimination, *Sex Fairness, Teacher Attitudes, *Teacher Education

This module is intended to enable secondary school physical education teachers to recognize: (1) that inaccurate assumptions about biological differences have been used to justify different opportunities for boys and girls in physical education; (2) some common misconceptions about girls and women; (3) that tendencies to generalize about physical performance differences form the basis for sex-role stereotyping; and (4) that there are ways to conduct physical education programs which consider performance differences yet do not discriminate against either sex. A discussion is presented on the biological differences between girls and boys and the faulty assumptions that are made as the result of stereotyping. Structural, physiological, and performance differences between girls and boys are summarized. Errors arising from generalizations about differences between the sexes are pointed out. Restrictive attitudes toward physical activities for girls are considered in the light of myths about the physical attributes of females. Suggestions are made for what teachers might do to ensure equal treatment of boys and girls. These include curriculum choices, instruction styles, and methods of evaluating students. References for further reading are included. (JD)

ED 212 676 TM 820 130

Maurelli, Vincent A. Weiss, David J.

Factors Influencing the Psychometric Characteristics of an Adaptive Testing Strategy for Test Batteries.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-ONR-RR-81-4

Pub Date-Nov 81

Contract-N00014-79-C-0172

Note-41p.; Small print in supplementary tables.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement Tests, *Computer Assisted Testing, *Latent Trait Theory, Maximum Likelihood Statistics, Scoring Formulas, *Test Construction, Testing, Test Items, Test Reliability

Identifiers-*Adaptive Testing, Monte Carlo Methods, *Test Length

A monte carlo simulation was conducted to assess the effects in an adaptive testing strategy for test batteries of varying subtest order, subtest termination criterion, and variable versus fixed entry on the psychometric properties of an existent achievement test battery. Comparisons were made among conventionally administered tests and adaptive tests using adaptive intra-subtest item selection with and without inter-subtest branching. The addition of inter-subtest branching resulted in levels of mean test battery information more similar to those of the full test battery, even with mean test battery reductions of 50 percent in number of items administered. Subtest order was shown to have no effect on the evaluative criteria employed. The results generally supported previous studies of this adaptive testing strategy. Suggestions for future research are presented. (Author/GK)

ED 212 292 IR 010 001

Knight, Nancy H., Ed.

Telecommunication Technologies, Networking and Libraries. Proceedings of a Conference on Telecommunication Technologies, Networking and Libraries. (Gaithersburg, MD, June 3, 1977).

National Bureau of Standards (DOC), Washington, D.C.

Report No.-NBS-SP-610

Pub Date-Dec 81

Note-91p.; Figures 1, 2 and 3 on pages 44, 46-47 of the original will not reproduce.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1981-360-997/1859, $4.75).

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Communications, Computers, Equipment Standards, Futures (of Society), *Information Centers, *Information Networks, *Libraries, Library Networks, *Telecommunications, Teleconferencing, Videodisc Recordings

Identifiers-Packet Switched Networks, Slow Scan Television

Included in these proceedings are edited versions of presentations given at a conference which was designed to provide an overview of some of the major telecommunication developments likely to impact libraries and information centers in the future. Technologies reviewed include slow-scan television, teleconferencing, and videodisc. Other papers discuss technology and standards development for computer network interconnection through hardware and software, particularly packet-switched networks; computer network protocols for library and information service applications; the structure of a national bibliographic telecommunications network; and the major policy issues involved in the regulation or deregulation of the common communications carriers industry. (Author/LLS)

ED 212 347 PS 012 450

Psacharopoulos, George

The Economics of Early Childhood Education and Day Care.

Pub Date- 79

Note-25p.; Best copy available. Paper presented at OECD Conference on Early Childhood.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Comparative Analysis, *Cost Effectiveness, *Day Care, *Early Childhood Education, *Educational Economics, Educational Finance, Educational Opportunities, *Educational Policy, Efficiency, Equal Education, Foreign Countries, Global Approach, *Research Needs, Resource Allocation

The purpose of this essay is to briefly survey from a global point of view theoretical and empirical issues related to the economics of early childhood education and day care. The first section of the essay takes up issues in two broad areas of policy: (1) social efficiency, and (2) opportunity and equity. The first class of issues implies a resource allocation question; the second class of issues addresses the question of private versus social payment for a given service. Costs and benefits related to the provision of early childhood social services (including child benefits and mother's labor force participation benefits) are discussed. The second section reports empirical aspects of issues previously discussed. International comparisons are made of kindergarten or pre-primary education, day care or creche facilities, levels of expenditure, unit cost structures, and public versus private finance arrangements. The third section further explores the social benefits associated with expenditure on children. In the final section, seven priority areas for further research are identified. (Author/RH)

ED 212 387 PS 012 657

Phillips, Shelley

Mother Daughter Relationships: From Infancy to Adulthood. Unit for Child Studies Selected Papers Number 15.

New South Wales Univ., Kensington (Australia). School of Education.

Pub Date-24 Jul 81

Note-29p.; Paper presented at a seminar at the Unit for Child Studies, University of New South Wales (Kensington, Australia, July 24, [illegible]. For other papers in this series, see ED 204 029-037 and PS 012 652-660.

Available from-Unit for Child Studies, School of Education, University of New South Wales, P.O. Box 1, Kensington, NSW 2033, Australia ($2.00; payment should be made in Australian dollars).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents, *Daughters, *Family Problems, Guidelines, Individual Development, Males, *Mothers, *Parent Child Relationship, Power Structure, *Psychological Patterns, *Self Concept, Sex Role, Social Problems, Social Structure, Therapy

Identifiers-Dominance Hierarchies, Oppression, *Patriarchal Societies

Topics related to characteristics of mother/daughter relationships in contemporary patriarchal societies are discussed in this seminar paper. The first section describes cases intended to illustrate ways patriarchal social structures limit contemporary mother/daughter relationships, provides a brief historical contrast, and suggests possible explanations of how and why mother/daughter relationships become ambivalent and sometimes negative. In the second section, the contemporary context of mother/daughter relationships is examined. Topics discussed include patriarchal fears and contempt of women, restricted patriarchal models for female identity, and outcomes of maternal guilt and ambivalence, as well as daughters' rage at mothers and the threat of men to the mother/daughter relationship. Images of women in literature are briefly discussed. Against this background the third section discusses the development of self and identity in the mother/daughter relationship from birth through the preschool years, middle childhood, and adolescence, to identity in young adulthood. Problems of sex role autonomy and identity development in middle childhood, nurturance, identity development in preadolescence and sex differences in parental response to adolescent autonomy are among the topics discussed. The fourth and final section offers suggestions for mothers seeking help with problems in their relationships with their daughters. (Author/RH)

ED 212 424 RC 013 156

Safilios-Rothschild, Constantina

Access of Rural Girls to Primary Education in the Third World: State of Art, Obstacles, and Policy Recommendations.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-Oct 79
Note-33p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Adult Education, Cultural Context, *Developing Nations, Dropouts, Economically Disadvantaged, Educational Discrimination, Educationally Disadvantaged, *Elementary Education, *Females, Foreign Countries, Illiteracy, Parent Attitudes, Poverty, Rural Areas, Rural to Urban Migration, *Rural Youth, Sex Differences, *Sex Discrimination, Sex Stereotypes, Teacher Attitudes
Identifiers-*Third World Education Systems

In the Third World, women's literacy and access to primary education lags behind that of men, and the situation is more accentuated for rural than for urban women. In general, rural women have lower literacy than rural men and than urban women. Because a considerable percentage of girls enrolled in primary school are over 14 years old, marriage, pregnancy, and loss of interest in school often prevent graduation from primary school. Rural girls' access to formal education is the key to their integration into the development efforts of their countries and to better employment and marital options. Primary school education also provides rural women with the option of migration to urban areas. Obstacles to rural women's access to elementary education include: numerous household and childcare responsibilities; competing involvement in productive activities; parents' negative attitudes toward daughters' education; parents' limited financial and educational resources; shortage of schools; shortage of women school teachers and negative attitudes of male teachers; malnutrition and chronic infections; and educational sex-segregation. Policies which would increase access of low income boys and girls to primary education are needed. Additionally, policies directed specifically toward rural girls are needed to increase the probability that girls and boys will benefit equally. (Author/CM)

ED 212 522 SO 013 814

Sirgy, M. Joseph

Consumer Behavior: Its Scope and Boundary.

Pub Date-81
Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Consumer Economics, Consumer Protection, *Definitions, *Marketing
Identifiers-*Conceptual Frameworks

Consumer behavior can be conceptualized by introducing a theoretical framework which defines its scope and boundary and identifies six developmental levels. The infancy stage, Level I, is the study of consumer behavior referred to as the scientific study of psychological structure and process dynamics of individuals consuming an economic good exchanged by a business organization while satisfying consumers at maximal profit. Level II is directed to both business and consumers for the purpose of satisfying consumers at a maximal profit and protecting and educating consumers in the market place. Level III extends consumer behavior to the nonprofit sector through which a nonprofit organization satisfies consumers at minimal cost. Level IV takes consumer behavior into the noneconomic goods' sector. These profit or nonprofit organizations may attempt to elicit a social response from its publics. Level V generalizes the study of consumer behavior across different social entities. Level VI extends the study to the physical and biological areas. (Author/BM)

ED 212 540 SO 013 865

Tedesco, Paul H., Ed. And Others

1978 Decision-Making Casebook for Business and Economics.

Business History and Economic Life Program, Inc., Boston, Mass.

Pub Date-78

Note-53p.; For related documents, see ED 133 280 and SO 013 864-869.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Business Education, Case Studies, *Decision Making, Economic Factors, *Economics Education, Marketing, Problem Solving, Resource Materials, Secondary Education, *Social Studies, Teacher Developed Materials

These teacher developed case studies taken from the business world are presented to help secondary students develop an understanding of economics and of the decision-making process. The studies describe real business situations. All historical and current facts are provided, and students must analyze the data and make business decisions. Teacher directions are provided for each of the five cases. In the first case study, Dental Health Insurance: Is It Worth the Bite?,'' students analyze the coverage and costs of a dental health insurance package. They must then decide if, as an officer of their student association, they would recommend this plan to the association membership. The second case study deals with the stealing of electricity from the utility company Northeastern Electric. Students discuss whether theft is a crime when done to a large public company. The third case study is entitled Howard Johnson's Hustles On.'' Students are asked to place themselves in the President's chair of this restaurant chain and decide whether or not to build a disco-type cocktail lounge to attract young adults to an already successful Howard Johnson's in Braintree, Massachusetts. In the fourth case study, students play the role of a large chain hotel executive. They must decide whether to convert a manual reservation system to a computerized reservation system in the chain's hotel located at the site of the 1980 Olympics. Banking services and marketing communication problems are analyzed in the last case study. A discussion of how to use case studies to teach economics is also included in the publication. (Author/RM)

ED 212 577 SP 019 545

Berman, Judith

The Development of Case Studies on the Manner in Which Teachers Are Introduced to Teaching in Schools in Low-Income Areas. State-of-the-Problem Report.

American Institutes for Research in the Behavioral Sciences, Cambridge, Mass.

Pub Date-Oct 80

Note-80p.

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Cultural Differences, Educational Improvement, Educational Research, Federal Programs, *Institutional Characteristics, *Low Income Groups, *Multicultural Education, Program Evaluation, School Community Relationship, *Teacher Characteristics, *Teacher Education, *Teaching Methods

Identifiers-*Teacher Corps

This report focuses on how teachers can best be introduced to teaching in low-income schools. The report is based on findings in research literature and documents. An in-depth literature review draws on materials from a number of different educational disciplines for perspectives on training methods, competencies, characteristics, and other factors that influence effective teaching. Documents specifically about Teacher Corps projects are separately examined, and common denominators in training methods are identified, especially in the area of multicultural education. A synopsis of the state of the problem is offered, and issues of central concern which have emerged from the literature and document reviews are summarized. Recommendations are made of aproaches which might lead to the resolution of some of the key problem areas. Separate annotated bibliographies of the books, journal articles, and documents cited in each of the two sections are appended. (JD)

Spaziani, Carol, Ed. And Others

Learning Resources for Non-English Speaking People Available to Iowa Libraries. A Resource Guide.

Iowa Library Association, Des Moines.
Pub Date-80
Note-71p.; Tables may be marginally legible due to reproduction quality of original document.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Basic Education, Annotated Bibliographies, Community Information Services, Elementary Secondary Education, *English (Second Language), *Foreign Language Books, Information Sources, *Non English Speaking, Public Agencies, Referral, *Resource Materials, *Second Language Instruction, *Spanish Speaking
Identifiers-Iowa, Limited English Speaking, *Southeast Asian Languages

This is a directory of learning resources for non-English speaking people available to Iowa libraries. Section one discusses the background and rationale for the directory and includes a list of bibliographies for multicultural resources and materials in foreign languages. Referral information concerning classes, employment programs, agencies, associations and resource persons is presented. Also included are a list of publishers of foreign language materials, significant foreign language collections in Iowa and evaluation instruments. The remaining sections are divided as: (1) English as a second language; (2) Southeast Asians; and (3) Spanish-speaking people. Each of these sections includes lists of bibliographies, referral information (agencies, associations, resource people, and special programs), significant collections of materials available in Iowa, and the names and addresses of publishers and distributers in each area of interest. (JCD)

ED 212 718 UD 022 071

Community Consumer Newsletter Program, 1980-1981. Final Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Department of Education, Washington, D.C.

Bureau No.-5001-44-13501

Pub Date- 81

Note-15p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-After School Programs, *Bilingual Students, *Consumer Education, High Schools, High School Students, *Journalism Education, Language Skills, *Low Income Groups, *Newsletters, Peer Relationship, Program Evaluation, *School Community Relationship, Spanish Speaking, Work Experience Programs

Identifiers-Limited English Speaking, New York (Brooklyn)

The Community Consumer Newsletter Program (CCN), carried out in Bushwick High School (Brooklyn, New York), was designed to develop consumer skills among students and to pass on such skills to the community through bilingual (English/Spanish) newsletters. The 30 student participants, who were given stipends for their voluntary participation in CCN's after school activities, came from two groups: (1) low income Spanish speaking students with limited English proficiency, and (2) English/journalism students who were among the school's academic leaders. An evaluation was conducted to assess the program's success in each of the following categories: (1) student enrollment and attendance; (2) student learning and skill development; and (3) the production and distribution of consumer information materials. Because of cuts in funding, the program was not able to meet all of its objectives. Data collection problems also prevented the assessment of student achievement. Nonetheless, CCN staff concurred that the program was successful, as indicated by the development of good peer relations among student participants, positive community attitudes toward bilingual students, increased proficiency in English and writing skills among Spanish speaking students, increased awareness of consumer rights and responsibilities, and positive impact of the program on other areas of the curriculum. (JCD)

ED 212 738 UD 022 097

Mitchell, Maxine R., Comp. And Others
Interdependence and Social Interaction. Our Human Ties. Monograph Los Angeles Unified School District, Calif.
Pub Date-Feb 76
Note-132p.; Not available in paper copy due to institution's restrictions; for other documents in this series, see UD 022 094-100.
Available from-Los Angeles Unified School District, Instructional Publication Unit, 450 North Grand Avenue, Room G-390, Los Angeles, CA 90012 ($14.00 per set plus 6 percent sales tax).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communication Skills, Cooperation, *Cross Cultural Training, Elementary Secondary Education, Instructional Materials, *Interpersonal Relationship, *Multicultural Education, Nonverbal Communication, *Prosocial Behavior, Social Sciences, *Social Values, Verbal Communication
Identifiers-*Los Angeles Unified School District CA

Interdependence and social interaction are the topics of this teaching guide developed by the Los Angeles (California) Unified School District. Presented here are instructional objectives and activities which promote cross-cultural communication and cooperation in the development of social value systems. Aspects of verbal and nonverbal communication are explored in relation to individual and group behavior. Attitudes toward physical handicaps, color differences, religion, and the environment are also addressed. An activity record and format for developing additional activities are included together with a glossary and a bibliography. (JCD)

ED 212 231 HE 014 732

Boyd, William M., II

Black Undergraduates in Predominantly White Colleges, 1973-77: A Report on Three Nationwide Surveys.

A Better Chance, Inc., Boston, Mass.
Spons Agency-Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, D.C.; Rockefeller Bros. Fund, New York, N.Y.
Pub Date-Dec 80
Note-112p.
Available from-A Better Chance, Inc., 334 Boylston Street, Boston, MA 02116.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, Black Stereotypes, *Black Students, Black Teachers, College Desegregation, Educational Background, Educational Trends, Enrollment Trends, Family Income, Geographic Regions, Higher Education, Longitudinal Studies, National Surveys, *Parent Background, Private Colleges, *Racial Composition, Selective Admission, State Colleges, Student Attitudes, *Student Characteristics, *Undergraduate Students, Whites

Developments and trends in the education of black undergraduates in predominantly white colleges from 1973 through 1977 were assessed by three national surveys. Almost 800 black undergraduates at a representative sample of 40 predominantly white, four-year colleges were interviewed during each survey. Attention was directed to academic performance, resegregation, student educational and socioeconomic background, finances, special admissions, level of satisfaction, and post-college plans. In 1973 the top three characteristics that black students considered important in their choice of college were: financial aid (53 percent), proximity to home (50 percent), and academic reputation (48 percent). By 1977 the pattern had changed: academic reputation (64 percent), financial aid (39 percent), and proximity to home (38 percent). The findings indicate that black students are an extremely diverse group both in backgrounds and attitudes. Analyses were conducted in relation to sex, the racial composition of high school, parents' income, parents' education, college selectivity, public versus private colleges, urban versus rural, and region. By 1977 there was a decreased tendency to view the black community as an inherently disadvantaged environment, and a sizable proportion of black undergraduates were considered traditional students rather than nontraditional students (i.e., educational preparation and socioeconomic background). The overwhelming majority of black students complained about levels of black enrollment and employment at their colleges. A bibliography and questionnaire are appended. (SW)

ED 212 269 IR 009 975

Jax, John J., Ed.

Blueprint for Success. . . A Manual for Conventions, Conferences, Seminars and Workshops.

Wisconsin Library Association, Madison.
Pub Date-81
Note-72p.
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Activities, Advertising, Budgeting, *Conferences, Exhibits, Facilities, Fees, *Meetings, *Organization, *Planning, Programs, Questionnaires, Scheduling, *Seminars, Site Selection, *Workshops

Intended to provide the guidance needed for consistent and viable annual conference planning, this manual explains how to organize and plan for a successful and profitable conference, how to determine the responsibilities and duties of conference planners and coordinators, and how to plan for specific conference events. The responsibilities of a conference Board of Directors, and general policies on such issues as budgeting, programming, and registration, are discussed. The roles of the various committees, chairpersons, and coordinators involved in mounting a conference are outlined, including those concerned with programming, registration, exhibits, advertising, hospitality, and facilities and equipment. A conference planning flowchart, a detailed annual conference planning calendar, and a bibliography on conference planning accompany the text. Among the ten appendices to the manual are a sample conference evaluation instrument, a sample exhibit contract, an equipment and space needs form, a conference site checklist, and a conference survey instrument. (JL)

ED 212 311 JC 810 552

1980 Manitoba Community Colleges Follow-Up Survey: Detailed Summaries by Community College Program and Course.

Manitoba Dept. of Labor and Manpower, Winnipeg.

Pub Date-Feb 81

Note-88p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Allied Health Occupations Education, Business Education, *College Graduates, Community Colleges, *Education Work Relationship, *Employment, Foreign Countries, Industry, Salaries, State Surveys, Tables (Data), Teacher Education, Technology, Two Year Colleges, Vocational Followup

Identifiers-*Manitoba

A survey of 3,505 graduates from 155 courses at all four campuses of Manitoba Community College between August 1978 and July 1979 was conducted to determine employment experience and the relation of the experience to their college training. Major findings, based on a 58% response rate, reveal that the unemployment rate for graduates was 7%; graduates took a mean of 4.3 weeks to find their first jobs; and 80.1% had been employed at least once in jobs related to their training. Of the employed respondents the findings reveal that: (1) the average weekly earnings were $246.99 and the average hourly earnings were $6.30; (2) 82.3% indicated that they were using their skills to a great extent or to some extent on their jobs; (3) 90.2% were satisfied or very satisfied with their jobs; (4) 83.4% were presently in jobs related to their field of study; (5) 77.5% were working in jobs with occupational codes (from the Canadian Classification and Dictionary of Occupations) that corresponded to codes relating to their field of study; and (6) 88.5% were working in Manitoba. The survey report reviews major findings by college and by five program areas: health and personal services, business administration, applied arts, industrial technology, and teacher education. Appendices provide the survey instrument, present tables detailing findings by program for each college, and include a definition of terms. (JP)

ED 212 329 JC 820 031

Application and Enrollment Patterns of Transfer Students, Fall 1979.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

Report No.-SUNY-OIR-6-81

Pub Date-Nov 81

Note-254p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Associate Degrees, College Applicants, *College Transfer Students, Community Colleges, *Enrollment, *Enrollment Trends, Higher Education, Place of Residence, Private Colleges, *State Colleges, State Surveys, Tables (Data), Technical Institutes, *Undergraduate Students

Identifiers-*New York, Reverse Transfer Students

The 97 tables in this two-part annual report delineate application patterns and enrollment distributions of the 27,340 transfer students who enrolled in community colleges, senior colleges, and other institutions in the 64-college State University of New York (SUNY) system during Fall, 1979. The report's introduction details the study design, summarizes major findings, and defines transfer students as those undergraduates who were enrolled for the first time at a particular SUNY college, but who had previously attended another college either inside or outside of the SUNY system. Part I presents systemwide data, including types of prior institutions attended by transfer students; student standing (upper or lower division); acceptance rate of transfer students applying to SUNY institutions; the ratio of associate degrees granted by SUNY institutions to the number of students transferring to SUNY senior colleges; the enrollment of transfer students, continuing students, and total first-time students since 1968; and the permanent residence of transfer students. Data in Part I are variously broken down by type of SUNY institution, and by each of the state's four coordinating areas, and by the individual college. Finally, Part II details the enrollment and the college backgrounds of transfer students enrolled in each of the SUNY colleges. An addendum to the report delineates trends in transfer student enrollment at SUNY senior institutions since 1973. (JP)

ED 212 442 RC 013 177

Armstrong, Carmen

Description and Evaluation of a One-Week Interrelated Arts Pilot Project, Summer, 1981.

Illinois Valley Community Coll., Oglesby.

Spons Agency-Illinois State Board of Education, Springfield.

Pub Date-30 Sep 81

Note-72p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Aesthetic Education, Art Education, Dance, *Day Camp Programs, Drama, Experiential Learning, Integrated Curriculum, *Interdisciplinary Approach, Intermediate Grades, Movement Education, Music Education, Parent Attitudes, *Program Evaluation, Questionnaires, Self Evaluation (Individuals), Student Attitudes, Student Evaluation, *Summer Programs, *Visual Arts

Designed as a pilot program, a 5-day arts day-camp held at Illinois Valley Community College for 44 fifth and sixth graders during summer 1981 provided a model approach to interrelating the arts. A thematic structure allowed experiences in visual arts, dance, drama, and music with faculty who had multi-arts experience as well as specialization in one arts area. Students rotated for classes in each area each day. Concepts and skills developed were the basis of student input to four productions which were presented on the final afternoon as a Showcase. A pre-camp questionnaire provided demographic data and information on student experience, interests, and expectations. A post-camp questionnaire for parents and students provided feedback on learning in the arts, attitudes about the experience and interrelatedness of the arts, and self-reports of learning in each of the arts. Data showed positive attitudes almost unanimously and some variation in the amount that students learned in each art area. Correlations between parallel items (designed to check reliability of student self-reports about how much they learned) were highly significant for art, drama, and music. Parent responses were supportive. Recommendations were made regarding the setting, students, staff, organization, curriculum, budget, and evaluation for future arts camps. (Author/NEC)

ED 212 462 SE 035 432

Goodfield, June

Reflections on Science and the Media.

American Association for the Advancement of Science, Washington, D.C.
Report No.-AAAS-Pub-81-5; ISBN-87168-252-4
Pub Date-81
Note-128p.
Available from-American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, DC 20005 (AAAS members $8.00, all others $9.00; all orders under $10.00 must be prepaid).
Pub Type- Books (010)

Document Not Available from EDRS.

Descriptors-*Current Events, Journalism, *Mass Instruction, Mass Media, *News Media, News Reporting, Science Education, Scientific Enterprise, *Scientific Research, *Scientists, Technology
Identifiers-Cloning, DNA, Genetic Engineering, Thalidomide

Examined in this book are four recent, highly publicized science stories: Rorvik's clone,'' thalidomide, lab standards for recombinant DNA research, and the case of the painted laboratory mice. Inquiries into the failure of scientists and journalists to report scientific research accurately to the public, the importance of these issues, and the need for the two professions to recognize some specific obligations to the public are presented. (CS)

ED 212 483 SE 036 223

Peters, Richard Oakes

Perceptions of the Year 2000: Then, Now, and In The Future. Developing the Critical Analysis Skills and Time Reference Perspective of Proactive Action Students in Environmental and Global Education Curricula.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

Pub Date-Feb 82

Note-25p.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Decision Making Skills, Elementary Education, *Environmental Education, *Futures (of Society), *Global Approach, Interdisciplinary Approach, *Learning Activities, *Models, Secondary Education, *Social Studies

Identifiers-*Environmental Problems

An overview of future global environmental concerns and a strategy for teaching action skills to students are presented. Information from The Global 2000 Report'' and quotes from 11 different people provide a variety of perspectives on future problems and solutions concerning world food and hunger, economic growth population, water, air, natural resources, and ecological balance. A Proactive Action Model, consisting of three elements (perception, thought pattern, and action), is proposed as a method of helping students develop the critical thinking and decision-making skills necessary to deal with global environmental problems. Three basic timeline personality types are identified (yesterdays, todays, and tomorrows), and ideal futurists are considered to represent a combination of all three types. A sample unit on global pollution for grades 6-12 demonstrates how the Proactive Action Model works. (DC)

ED 212 559 SP 019 395

Maddux, Cleborne D. And Others

A Survey of Texas Public School Teachers.

Pub Date- 80
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Job Satisfaction, *Multiple Employment, *Public School Teachers, Teacher Alienation, *Teacher Attitudes, Teacher Employment, Teacher Morale, Teacher Persistence, *Teacher Salaries, *Teacher Shortage, Teaching (Occupation), Teaching Conditions, Trend Analysis
Identifiers-*Texas

A questionnaire was designed to explore various elements of job satisfaction, multiple employment behavior, and other variables affecting the lives and work of public school teachers in Texas. A final return of 70 percent was received from a randomly selected mailing. Results revealed that one in three teachers was considering leaving teaching. Of these, almost half cited low salaries as the chief reason for discontent. Other reasons listed were problems with the administration, excessive paper work, lack of input into school policy decisions, and problems concerning students such as discipline and lack of motivation. The survey also revealed that holding a job during the school year as well as working during the summer was common among the respondents. Twenty-two percent of the sample indicated that they also work in another job during the school year, while 30 percent held extra jobs during the summer. Most of these extra jobs were in a very low paying category. More than half of the multiple employment subjects said that the quality of their teaching would improve if they did not have to earn extra money and that they would not work outside of the school if their salaries were raised. The results of this study, coupled with knowledge of economic, political, and other trends affecting education in Texas, clearly point to the strong likelihood of a new teacher shortage in Texas in the near future. (JD)

ED 212 617 SP 019 646

Fischer, Louis And Others

Teachers and the Law.

Pub Date-81

Note-409p.

Available from-Longman Inc., 19 West 44th Street, New York, NY 10036 (Paperback: $12.50; hardcover: $25.00).

Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055) - Books (010)

Document Not Available from EDRS.

Descriptors-*Civil Liberties, Collective Bargaining, Compulsory Education, Contracts, Copyrights, Disabilities, Due Process, Freedom of Speech, *Legal Education, *Legal Responsibility, Racial Discrimination, *School Law, Sex Discrimination, Student Records, Teacher Administrator Relationship, *Teacher Discipline, Teacher Dismissal, *Teachers, Teacher Welfare, Tenure

This book is designed to promote legal literacy for public school teachers. It examines a wide range of constitutional, statutory, and case law that directly affects their work. Its purpose is to provide teachers with the knowledge necessary to comply with the law, assert their rights, and bring violations to the attention of administrators and colleagues. The chapters in Part I, The Legal Aspects of Teaching,'' address questions related to teacher contracts, dismissals, tenure, collective bargaining, liability, defamation, and copyright law. Part II, Teachers' and Students' Rights,'' explores legal issues related to the personal freedoms of expression, religion and conscience, association, personal appearance, due process, and privacy. Protection against racial and sexual discrimination is covered, as well as rights related to school records, compulsory schooling, and handicapped and bilingual students. Appendices contain selected provisions of the U.S. Constitution, excerpts from state and federal laws relating to education, and essays on major civil rights laws and education in the American legal system. Also appended are a glossary, a list of legal resources, and edited Supreme Court cases on education. (JD)

ED 212 655 TM 820 042

Shively, Joe E. Holcomb, Zelda J.

Needs Assessment Project: Factor Analytic Studies.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-31 Oct 81
Note-114p.; For related document see TM 820 041.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Career Awareness, Career Counseling, Career Guidance, Comparative Analysis, *Educational Needs, Factor Structure, *Needs Assessment, *Research Design, Sampling, *State School District Relationship
Identifiers-Alabama, Kentucky, *Needs Assessment Project (AEL), Ohio, Pennsylvania, Tennessee, Virginia, West Virginia

Data collected by the Appalachia Educational Laboratory (AEL) in its 1980 Needs Assessment Project was reduced to eight marker variables for use in subsequent individual state factor analyses. These variables concern (1) high need family situations; (2) effective career education/guidance; (3) increased school capacity for working with families; (4) experiential approaches to develop life coping skills; (5) reliable and useful resources relative to career decisions; (6) verification that school programs for parents actually work; (7) schools to counteract sex-role stereotyping in instruction; and (8) attention to non-formal learning. This document provides detailed results of the individual state analyses, showing that variables no. 2 and no. 5 occurred most frequently. The analysis of the marker variables served to substantiate the AEL decision to direct staff effort and fiscal support in two R&D areas (Career Development/Lifelong Learning and School/Family Relations). Basic Skills research, while originally listed as an important area in all seven states, did not surface as a common factor in the seven. The situations are described, and preferred situations are listed for needs areas of the seven states. (Author/CE)

ED 212 368 PS 012 631

Hutchins-Hewlett, Elizabeth J.

Evaluation of Three New Hampshire Adolescent Parenting Model Projects.

RMC Research Corp., Hampton, N.H.

Spons Agency-Comprehensive Children and Youth Project, Concord, N.H.

Pub Date-Jan 82

Note-55p.

Available from-Comprehensive Children and Youth Project, 7 Bicentennial Square, Concord, NH 03301 (no charge; available as long as supply lasts).

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adolescents, *Demonstration Programs, Evaluation Methods, *Family Programs, *Parents, Program Development, Program Evaluation, *Public Agencies, Public Policy, Questionnaires

Identifiers-*Adolescent Parents, New Hampshire, *Parenting

Three New Hampshire communities (Keene, Lebanon, and Portsmouth) were sponsors of model demonstration adolescent parenting programs funded by the Comprehensive Children and Youth Project (CCYP) during the first nine months of 1981. In each community, one agency, in collaboration with other providers, implemented a program designed to meet the needs of a population of teenage parents. Chapter 1 of this project evaluation provides a brief overview of each of the three programs and describes the parents who participated. Chapter 2 summarizes the impact of the adolescent parenting project on two areas: the adolescent participants and the three community service systems involved. A short list of recommendations is discussed in Chapter 3, intended to be a starting point for discussion of future plans for adolescent parenting education programs and policy. Evaluation instruments, as well as interim and final report formats, are appended. (Author/RH)

ED 212 505 SE 036 411

Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.
Investigations in Mathematics Education, Vol. 15, No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date-82
Note-71p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 each).
Journal Cit-Investigations in Mathematics Education; v15 n1 Win 1982
Pub Type- Reports - Research (143) -- Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Calculators, *Cognitive Processes, Educational Research, Elementary Secondary Education, *Learning Theories, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Problem Solving, Sex Differences, Teaching Methods
Identifiers-*Mathematics Education Research

Twelve research reports related to mathematics education are abstracted and analyzed. Three of the reports deal with aspects of learning theory, two with student characteristics, and one each with calculators, problem solving, secondary mathematics curriculum changes in Australia, sex differences, teaching methods, and tutoring strategies. The document opens with an editorial comment on Mathematics Education Research, focusing on some of the expectations, problems, and directions. Mathematics Education Research reported in RIE and CIJE between July and September 1981 is listed. (MP)

ED 212 597 SP 019 598

Basic Education for the Real World. International Perspectives on Human Resource Development. Proceedings of the ICET World Assembly, (28th, Cairo, Egypt, August 10-14, 1981).

International Council on Education for Teaching, Washington, D.C.
Pub Date-Aug 81
Note-217p.; For related documents, see SP 019 599-604.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Basic Skills, *Developing Nations, Educational Change, Educationally Disadvantaged, *Educational Policy, Education Work Relationship, *Equal Education, *Foreign Countries, Global Approach, Illiteracy, Literacy Education, Research Utilization, *Teacher Education, Teaching Methods
Identifiers-Egypt, Research Practice Relationship

The papers is this volume were presented at the 1981 World Assembly of the International Council of Education for Teaching, attended by representatives from over 35 nations. The papers are organized in seven sections, and all relate to the theme of the assembly, basic skills development. Section I contains one paper, an address on motivating people for educational change, by W. Clement Stone. Section II presents three papers by Egyptian educators on the educational system in Egypt. The four papers in Section III discuss methods of linking education with economic goals. The fourth section is a paper by a member of the United Nations Educational, Scientific, and Cultural Organization on redirecting educational priorities toward eliminating illiteracy and providing basic education for all individuals. An international perspective on basic education is presented in Section V, with reports from the United States, Nigeria, Great Britain, Kenya, Brazil, Trinidad, Tanzania, Bolivia, and South Korea. The papers in Section VI survey the preparation of teachers in basic education in the United States, Australia, Ireland, and Malaysia. The final section has four papers on methods of relating educational research to practice, using case studies in the United States, Colombia, and Japan. (FG)

ED 212 677 TM 820 134

Moskowitz, Joel M. And Others
The Napa Project: 02 Year Annual Drug Survey.
Pacific Inst. for Research and Evaluation, Napa, Calif.
Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Pub Date-Jul 81
Note-85p.; For related document, see TM 820 135.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Drug Use, High Schools, Junior High Schools, Questionnaires, *Secondary School Students, *Student Attitudes, *Surveys
Identifiers-*Drug and Alcohol Survey

The results of a survey administered to junior and senior high students in the Napa Valley (CA) Unified School District in 1980 are summarized. The questionnaire administered was the Drug and Alcohol Survey, a group administered, self-report instrument. The questionnaire assesses: (1) drug knowledge; (2) general drug attitudes; (3) perceived benefits and costs of using alcohol, marijuana, and pills; (4) personal attitudes and perceived peer attitudes toward specific substances; (5) perceived prevalence of specific substance use; (6) intentions to use specific substances; and (7) lifetime and current use of specific substances. Detailed results are presented in tabular form. (Author/GK)

ED 212 215 HE 014 698

Wood, Kenneth L. Wood, Susan Hawthorne

Are Corporate Strategic Planning Techniques Useful in Public Higher Education?

Pub Date-Oct 81

Note-27p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Budgeting, *Business, Business Administration, College Administration, *College Planning, Decision Making, Higher Education, Long Range Planning, Management Systems, Models, Prediction, *Program Development, Simulation, *State Colleges, *Trend Analysis

Identifiers-Planning Programming Budgeting System, *Strategic Planning

Long-range planning techniques used by U.S. business corporations and the potential adaptation of these processes by public colleges and universities are examined. The state-of-the-art is developed by reviewing corporate strategic planning methods from the 1950s through the 1970s. Strategic planning, as defined by Drucker, is a continuous process of making entrepreneurial decisions systematically, organizing the effort needed to carry out these decisions, and measuring the expectations through feedback. The following techniques have been used by U.S. corporations: budgeting; personal-intuitive; return on investment and portfolio management; planning, programming, budgeting systems; growth strategy (strategic gap analysis); modeling and simulation; and probability. Similarities between public colleges and universities and U.S. options with regard to strategic planning requirements are outlined. It is suggested that the following steps be considered in adapting strategic planning processes to a university's requirements: (1) maintain a database regarding internal and external environments to assist planners at all levels; (2) establish expertise in using the planning techniques and tools (e.g., modeling, simulating, and projecting, as well as decision analysis); (3) design a system of strategic planning that will accept input from all units, provide for a review process, and subsequent summary into a university plan of action; and (4) insure that a reward system is tied to a unit's success. (SW)

ED 212 348 PS 012 538

Gregg, Alison

Helping Children Develop Language: Programming for an Integrated Hearing and Hearing Impaired Pre-School Group. Australian Early Childhood Resource Booklets, No. 5, 1981.

Australian Early Childhood Association, Inc., Watson.
Report No.-ISBN-0-909860-39-4
Pub Date-81
Note-20p.
Available from-Australian Early Childhood Association, Inc., Knox Street, Watson, A.C.T. 2602, Australia ($2.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Early Childhood Education, Foreign Countries, *Grouping (Instructional Purposes), *Hearing Impairments, *Language Acquisition, *Learning Activities, *Mainstreaming, *Program Development, Teaching Guides, Young Children
Identifiers-*Australia

This Australian early childhood resource booklet offers guidelines for planning and implementing learning activities for an integrated hearing and hearing-impaired preschool group. A rationale for integrated grouping as well as discussions on (1) aims of the preschool language curriculum, and (2) a flexible approach to planning language curriculum learning activities are provided. Four representative units illustrating ways the language curriculum aims can be achieved are included. (Author/RH)

ED 212 406 RC 013 138

Spivey, Carlisle

Does It Work? Evaluation Guidelines for Development Education Teachers. Development Education Paper No. 13.

United Nations Children's Fund, New York, N.Y.
Pub Date-80
Note-17p.; For related documents, see RC 013 135-144.
Available from-UNICEF, 866 UN Plaza, New York, NY 10706.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, *Course Evaluation, *Evaluation Criteria, *Evaluation Methods, *Formative Evaluation, Global Approach, Higher Education, International Education, Secondary Education, Student Attitudes, *Student Participation, *Summative Evaluation, Test Format
Identifiers-*Development Education

Basic guidelines, evaluation techniques, and models are suggested for secondary and university teachers struggling with development education, an area of education that demands innovation and individual approaches. Evaluation can take two approaches: formative and summative. Summative testing observes overall results, tests teacher effectiveness, ascertains if students can and have grasped the overall subject, and compares curricula effectiveness. Formative evaluation, used during the teaching process, examines curriculum construction and adaptation, teaching, or learning, in order to improve any or all of them. A framework for the evaluation process involves: defining course goals; outlining the evaluation procedure and purpose of each project within that procedure; planning inputs and outputs; specifying evidence needed to verify output; and stating assumptions about students, methods, materials, and teachers made in choosing indicators and planning output. Within this framework, basic questions need to be answered: why were specific course objectives chosen?; what is to be learned?; who is involved in the procedure?; and how is the study being done? Types of written tests useful for evaluating global studies courses include object and essay questions, interest scales, semantic differential scales, and Likert scales. Student involvement through diaries and profiles can add perspective to the course evaluation. (NEC)

ED 212 463 SE 035 965

Kieren, Thomas E., Ed.
Recent Research on Number Learning.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-May 80
Contract-400-78-0004
Note-225p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.75).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Arithmetic, Cognitive Development, *Cognitive Processes, *Developmental Psychology, Educational Psychology, Educational Research, Elementary Secondary Education, *Learning Theories, *Mathematics Education, *Mathematics Instruction, Models, *Number Concepts, Psychology
Identifiers-*Mathematics Education Research

Presented are materials related to the work of the Number and Measure and Rational Numbers working group of the Georgia Center for the Study of the Learning and Teaching of Mathematics. Much of the content reports on attempts to bring constructs from developmental psychology and mathematics to bear in understanding children's ideas of number and measure. The reports included are thought to reflect a stage in a sequence of work, and are presented as a bridge between some of the ideas developed at a 1975 conference and on-going work. Seven individual research reports in mathematics education are included: (1) An Explication of Three Theoretical Constructs from Vygotsky; (2) Quantitative Comparisons as a Readiness Variable for Arithmetical Content Involving Rational Counting; (3) Language and Observation of Movement as Problem Solving Transformation Facilitators Among Kindergarten and First-Grade Children; (4) Aspects of Children's Measurement Thinking; (5) The Rational Number Construct, Its Elements and Mechanisms; (6) Seventh-Grade Students' Ability to Associate Proper Fractions with Points on the Number Line; and (7) The Relationship of Area Measurement and Learning Initial Fraction Concepts by Children in Grades Three and Four. (MP)

ED 212 523 SO 013 815

The Global 2000 Report to the President: Entering the Twenty-First Century. Volume Two The Technical Report.

Council on Environmental Quality, Washington, D.C.; Department of State, Washington, D.C.

Pub Date-80
Note-857p.; Contains occasional shaded charts and colored maps which may not reproduce well from EDRS. For related documents, see ED 188 935, ED 199 149, and SO 013 816.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 041-011-00038-6, $13.00).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF05/PC35 Plus Postage.
Descriptors-Climate, Comparative Analysis, Energy, Environment, Fisheries, Food, Forestry, *Futures (of Society), *Global Approach, *Models, Natural Resources, Population Growth, *Prediction, Public Policy, Technology, *Trend Analysis, Water Resources, World Problems
Identifiers-Gross National Product

This second volume of the Global 2000 study presents a technical report of detailed projections and analyses. It is a U.S. government effort to present a long-term global perspective on population, resources, and environment. The volume has four parts. Approximately half of the report, part one, deals with projections for the future in the areas of population, gross national product, climate, technology, food, fisheries, forestry, water, energy, fuel minerals, nonfuel minerals, and environment. Part two analyzes these same projection areas of the government's model in relatively nontechnical terms. The third part examines five global models Worlds 2 and 3, Mesarovic-Pestel World Model, Model of International Relations in Agriculture (MOIRA), the Latin American World Model, and the United Nation's World Model. Finally, in the fourth part the structure and results of these same global models are compared with the government's global model. Although the report presents no policy recommendations, the chapters presenting the projections unavoidingly imply ways in which the future might be improved. Results of a review of previous work that had similar goals, excerpts from criticism of the projections, embassy reports on forestry and agricultural trends, and metric conversion facts are presented in four appendices. An index is included. (NE)

Uhlir, Ann
Title IX. Physical Educators for Equity. Module 4.
Eastern Kentucky Univ., Richmond. Dept. of Physical Education.; Education Development Center, Inc., Newton, Mass. Women's Educational Equity Act Dissemination Center.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, D.C.
Pub Date-81
Note-35p.; For related documents, see SP 019 713-720.
Available from-WEEA Publishing Center, Educational Development Center, 55 Chapel Street, Newton, MA 02160 (Set of 7 modules: $8.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Ability Grouping, Access to Education, Compliance (Legal), Educational Legislation, Equal Education, *Federal Legislation, Independent Study, Legal Responsibility, *Nondiscriminatory Education, *Physical Education, *Physical Education Facilities, Secondary Education, Sex Discrimination, *Sex Fairness, Student Evaluation, *Teacher Education, Womens Athletics
Identifiers-*Title IX Education Amendments 1972

This module presents information on the provisions of Public Law 92 318 (Title IX) that affect the teaching of secondary school physical education. Title IX ensures equal educational opportunities for both sexes in any federally assisted educational program. It is designed to enable teachers to identify educational practices inconsistent with the law and to select alternatives for meeting Title IX requirements for these inconsistent situations. Suggestions are also made for methods of initiating enforcement procedures required when violations of Title IX are detected. In this module, five Title IX provisions that have an impact on physical education programs are cited: comparable facilities; access to course offerings; ability groups; grouping for body-contact activities; and evaluation of students. Interpretation exercises are offered covering each of these five provisions. Examples are also presented of five situations in physical education programs that may or may not be in compliance with the law. A discussion is presented on each case, and ways in which the situation may be rectified if it is not in compliance are pointed out. A summary is offered of basic principles interpolated from Title IX regulations that can be applied to physical education programs. A sequence of steps that may be taken to correct situations which are not in compliance with Title IX is suggested. A model letter for filing a complaint under Title IX is appended. (JD)

ED 212 698 UD 021 857

Frelich, Alan Anderson, Barry D.
The Effects of Changing School Environments. Final Report.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 79
Grant-NIE-G-78-0129
Note-101p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Achievement Gains, Black Achievement, *Black Students, *Educational Environment, Elementary Secondary Education, Institutional Characteristics, Peer Influence, *Racial Composition, School Desegregation, Student Development, *Transfer Policy, Transfer Students

This report reviews recent research on the effects of changes in school environments on economically disadvantaged, minority group students, discusses methodological problems encountered in such research, and describes a longitudinal study designed to determine how pupil relocation policies might be used to improve academic achievement of black students. It was found that: (1) increases in classroom mean achievement levels have a positive impact on black students' academic growth patterns; (2) students originating in predominantly black sending classrooms benefit academically from moves into majority white classrooms; (3) the optimal type of move for a black student originating in a predominantly black classroom is one in which the receiving classroom is between fifty and ninety-five percent black and reflects a higher academic performance level than the sending classroom; (4) relatively high achieving students experience greater achievement gains in their receiving schools than in their sending schools, whereas low achievers tend to show academic losses in their receiving schools; and (5) changes in pupil/classroom ratios and level of teahcer education and experience are not strongly related to academic growth rate of black students. Limitations of the current research are discussed and implications for pupil assignment strategies are outlined. (Author/JCD)

ED 212 719 UD 022 072

Career Awareness and Readiness for Employment for Future Home Makers of America/Hero (CARE/FHA/HERO), 1980-1981. Final Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date- 81
Note-18p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Awareness, *Disadvantaged Youth, Evaluation Criteria, High Schools, High School Students, Job Search Methods, Job Skills, *Job Training, Language Skills, Nontraditional Occupations, *Occupational Home Economics, Program Evaluation, *Student Evaluation, *Work Experience Programs
Identifiers-New York (Bronx)

The Career Awareness and Readiness for Employment for Future Homemakers of America/HERO (CARE/FHA/HERO) program was established to provide 25 students at Adlai E. Stevenson High School (Bronx, New York) with paid work study experience in non-traditional home economics jobs. The goals of the program were to increase student involvement in employment experience and career awareness, and to improve job readiness skills in the areas of human services, clothing and textiles, and food and nutrition. Students were provided with training in the areas of language skills, job seeking strategies, and employer-employee relations, and were evaluated by employers on a ten-item rating scale. The results indicated that the majority of participants rated high in the areas of attendance and appearance, and possessed adequate language skills. Most employers also felt that students performed average or better than average on the job. Suggestions for program improvement include: (1) more extensive preparation in job seeking strategies and employment orientation; (2) greater emphasis on workshop preparation; (3) more objective achievement and evaluation measures; and (4) greater diversity in the number and variety of job assignments. (JCD)

ED 212 739 UD 022 098

Mitchell, Maxine R., Comp. And Others

Cultural Similarities and Differences. Our Human Ties. Monograph Los Angeles Unified School District, Calif.

Pub Date-Mar 77

Note-245p.; Not available in paper copy due to institution's restrictions; for a related document, see ED 147 908; for other documents in this series, see UD 022 094-100.

Available from-Los Angeles Unifed School District, Instructional Publication Unit, 450 North Grand Avenue, Room G-390, Los Angeles, CA 90012 ($14.00 per set plus 6 percent sales tax).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Asian Americans, Cross Cultural Training, *Cultural Interrelationships, *Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, Instructional Materials, *Language Patterns, *Learning Centers (Classroom), *Multicultural Education, Whites

Identifiers-*Los Angeles Unified School District CA

This teaching guide, developed by the Los Angeles (California) Unified School District, focuses on the multicultural characteristics of American society. In the first section, background information is provided about American Indians, black, Asian, and Hispanic Americans, and white Americans (non-Hispanic) of various ethnic groups. Also examined are the language patterns of Asian, black and Hispanic cultures in the context of language problems encountered by students learning standard English. The second section describes criteria for developing multicultural learning centers, the instructional objectives and concepts for these learning centers, and instructional activities appropriate to each objective. Folklore, celebrations, customs, costume, arts, and environmental needs are among the instructional topics represented. This guide also includes Exhibit summary sheets for each learning center, an activity record sheet, a format for additional lesson plans, a glossary, and a bibliography. (JCD)

ED 212 249 HE 014 815

Mayer, Lynne S.
Advisory Committees within Marshall University, 1981-82.
Marshall Univ., Huntington, W. Va.
Pub Date-Dec 81
Note-57p.; For related document see HE 014 816.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Education, Academic Standards, *Advisory Committees, Career Counseling, *College Administration, College Admissions, *College Governing Councils, College Libraries, College Role, Continuing Education, Curriculum Evaluation, Faculty Development, *Governance, Higher Education, Medical Schools, Nursing Education, Student Financial Aid, Student Recruitment, Teacher Education, Teacher Employment
Identifiers-*Marshall University WV

The purposes of advisory committees within Marshall University, West Virginia, are outlined, and membership lists of committees are presented. The advisory committees within the President's Office, School of Medicine, Provost's Office, Student Affairs, academic colleges, and the library are advisory in nature and stand apart from the Institutional Board of Advisors, the Staff Council, and recognized student organizations. The University Council and its Standing Committee, which represent the Marshall University Faculty in determining matters of educational policy, also are not included. The advisory committee is concerned with issues such as: academic standards; the curriculum; admissions; curriculum evaluation; faculty development; faculty hiring; promotion and tenure; continuing education; recruitment of excellent students; career services; financial aid; handicapped students; health services; minority students; teacher education; educational media; faculty advisors; and specific academic programs. (SW)

ED 212 270 IR 009 976

Sears, Jean L. Moody, Marilyn K.

First Steps in Government Documents: A Basic Guide.

Miami Univ., Oxford, Ohio. King Library.

Pub Date-81

Note-15p.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Libraries, Census Figures, Federal Legislation, *Government Publications, Higher Education, *Library Collections, *Library Guides

Identifiers-Congress, Miami University OH, Supreme Court, United Nations

Designed to aid users in locating materials in the government documents department at Miami University in Oxford Ohio, this guide contains general information on the documents collection, a floor plan of the documents department, an introduction to U.S. government document finding aids, an introduction to U.S. Congressional and legislative materials, an overview of census information sources, a list of frequently-requested government titles and their Superintendent of Documents classification numbers, an introduction to information sources on U.S. public law, a guide to United Nations publications, and a list of collections relevant to research on government matters at King Library. (JL)

ED 212 293 IR 010 002

Data Processing Technician 1 & C. Revised 1981.
Naval Education and Training Program Development Center, Pensacola, Fla.
Spons Agency-Chief of Naval Education and Training Support, Pensacola, Fla.
Report No.-NAVEDTRA-10265-D
Pub Date-81
Note-298p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 0502-LP-051-3262)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Data Processing, *Data Processing Occupations, Independent Study, *Management Development, Military Personnel, *Technical Education
Identifiers-*Naval Training

This Rate Training Manual and Nonresident Career Course (RTM/NRCC) is intended to serve as an aid for Navy personnel who are seeking to acquire the management and operational skills required of candidates for advancement to the rate of Data Processing Technician First Class or Data Processing Technician Chief. Designed for individual study, the RTM provides subject matter that relates directly to the occupational qualifications for data processing. The NRCC that accompanies this RTM provides the necessary requirements for completing the RTM. (Author/LLS)

ED 212 425 RC 013 157

Non-Formal Education for Women in Morocco.

Agency for International Development (Dept. of State), Washington, D.C.
Spons Agency-Agency for International Development (IDCA), Washington, D.C. Bureau for Near East.
Pub Date- 79
Note-63p.; For a related document, see RC 013 158.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adolescents, Adult Education, Adults, Comparative Analysis, Demography, *Developing Nations, *Economically Disadvantaged, Educationally Disadvantaged, *Females, Foreign Countries, *Handicrafts, Labor Force, Literacy Education, Low Income Groups, Needs Assessment, *Nonformal Education, Poverty, Program Effectiveness, Sex Discrimination, Socioeconomic Influences, *Vocational Education

Identifiers-*Morocco, Rural Women, Third World Education Systems

Morocco's three non-formal educational programs for the hard core poor female adolescent school drop-out'' differ in the kind and effectiveness of training offered. The Foyers Feminins program, although it claims to emphasize crafts and literacy, is in fact, definitely geared towards the teaching of handicrafts. The Ouvroir Centers provide training in traditional crafts to underprivileged girls and offer food aid to both participants and teachers. A program comparison reveals: Ouvroir shows more growth flexibility and potential; Ouvroirs girls are from more economically and socially deprived backgrounds; Foyers teachers are better trained and paid; Ouvroirs emphasizes vocational training more; and physical structures, equipment, and quality of craftmanship are similar for both. The handicraft training courses offered to females by the Handicraft Division of the Ministry of Social Services and Handicrafts offers scholarships and handicraft training rather than food aid. The Handicraft Centers provide more marketing and employment service and are much better housed and equipped than the Ouvroirs. Technical training in industry, commerce and trade, construction, and clothing is provided in the Handicraft Centers. Based on evaluation of existent vocational training programs for women, an Alternetive Vocational Program providing specialized training in selected areas related to modern urban and rural economy is recommended. (CM)

ED 212 484 SE 036 224

Kansky, Bob Olson, Melfried
A Metric Smorgasbord: All You Can Measure for $9.99.
Wyoming Univ., Laramie. Science and Mathematics Teaching Center.
Pub Date-81
Note-225p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Elementary Secondary Education, *Instructional Materials, *Learning Activities, *Mathematical Applications, Mathematics Education, *Mathematics Instruction, Mathematics Materials, Measurement, *Metric System

Presented is a set of metric education materials developed over a five-year period by the Science and Mathematics Teaching Center (SMTC) at the University of Wyoming. It is called a Metric Smorgasbord'' because it is a set of materials which have considerable variety, were planned to appear to a broad range of instructional tastes, and permit sampling. It is comprised of three kinds of metric education materials: (1) Instructional Activities; (2) Teacher Support Materials; and (3) Construction Activities. The Instructional Activities consist of 115 color-coded activities on length, mass, volume, area, and temperature. They are designed to suggest types of measurement activities of interest to help students and teachers think and estimate in metric units. Teacher Support Materials were developed in response to teacher requests, and contain items such as excerpts from the Metric Conversion Act of 1975 and a set of sample laboratory and paper-and-pencil metric tests. Construction Activities describe 14 activities involving physical materials and games to be constructed for classroom use. (MP)

ED 212 541 SO 013 866

Tedesco, Paul H., Ed. And Others

1979 Decision-Making Casebook for Business and Economics.

Business History and Economic Life Program, Inc., Boston, Mass.

Pub Date-79

Note-44p.; For related documents, see ED 133 280 and SO 013 864-869.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business Education, Case Studies, *Decision Making, Economic Factors, *Economics Education, Problem Solving, Resource Materials, Secondary Education, *Social Studies, Teacher Developed Materials

These teacher developed case studies taken from the business world are presented to help secondary students develop an understanding of economics and of the decision-making process. The studies describe real business situations. All historical and current facts are provided, and students must analyze the data and make business decisions. Teacher directions are provided for each of the three case studies. In the first case students play the role of the chief executive officer of the Boston Gas Company. The student must make the decision to solve the immediate problems in the areas of public relations and meet the unprecedented demand to convert to gas. The second case which considers a number of options by which the cost of health care might be reduced is presented through memos from the Blue Cross president and treasurer. Students are asked to decide what plan they might think desirable and reasonable. The small business environment is the topic of the final case study. Students discuss how a small family corporation could expand into manufacturing while still maintaining their position in the distribution market. Also included in the publication is a discusssion of how to use case study materials in the classroom. (Author/RM)

ED 212 578 SP 019 546

Berman, Judith

Preparing to Teach in Low-Income Area Schools. A Case Study Users' Manual.

American Institutes for Research in the Behavioral Sciences, Cambridge, Mass.
Pub Date-Oct 80
Note-123p.
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Beginning Teachers, Classroom Techniques, Cultural Differences, *Disadvantaged Environment, Inservice Teacher Education, *Low Income Groups, Multicultural Education, Negative Attitudes, Parent Teacher Cooperation, Peer Relationship, Social Bias, Socioeconomic Status, *Teacher Attitudes, *Teacher Education Programs, *Teacher Role, *Teaching Experience, Teaching Skills
Identifiers-*Teacher Corps

The four case studies presented in this manual were designed to illustrate different approaches to the preparation of interns for low-income area schools offered by Teacher Corps programs around the country. The introduction presents the objectives of the manual and possibilities for its use. The research background for the case studies is given, and some lessons learned from the studies are discussed. The four case studies, based on interviews with Teacher Corps staff members, are presented in the second section. Each of the studies was organized according to the following topics: (1) the intern's family, socioeconomic, and educational background; (2) the initial orientation period before the Corps Member Training Institute (CMTI), with particular emphasis on any activities aimed at introducing the intern to low-income communities or schools; (3) the intern's experiences at CMTI; (4) post-CMTI activities and courses designed to further acquaint the intern with the low-income community or school; (5) the academic training offered to the intern during the first year; (6) the intern's first year experiences; (7) the intern's community activities during the first year; and (8) the intern's future plans at the end of the first year. Following the case studies are critical reviews written by two educators with differing perspectives on the four studies. The fourth section offers discussion questions and exercises to stimulate further thinking on topics addressed by the case studies. (JD)

ED 212 656 TM 820 048

Baker, Eva Polin, Linda

Ongoing Studies in Domain-Referenced Content Validity: First Look at the Judgment'' Issue.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-16p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Questionnaires, *Rating Scales, *Test Construction, Test Format, *Test Items, *Test Validity
Identifiers-Fuzzy Set Theory, *Item Rating Sheet

The validity studies planned for the Test Design activities deal primarily with the appropriateness of items generated for a domain. Previous exploratory work in the field related to overall test content appropriateness ratings has not been satisfactory. Studies which are solely based on correlational data suffer from confounding with instructional experience. For this reason, the research uses a validity procedure providing refined estimates of congruency using theoretically based judgmental methods and empirical information. The document develops an instrument to rate features of individual test items, stemming from concerns with descriptive validity and addressing the quality of the match between an item on a test and the overall test domain. The idea of rating the degree of this match was developed through fuzzy set'' theory in which it is possible to specify strength of membership, or degree of inclusion, for a set member along a range of decimal values from 0 to 1. (Author/CE)

ED 212 232 HE 014 733

Guaranteed Student Loan Information System Needs a Thorough Redesign to Account for the Expenditure of Billions. Report by the U.S. General Accounting Office.

General Accounting Office, Washington, D.C.
Report No.-HRD-81-139
Pub Date-24 Sep 81
Note-52p.; For related document see HE 014 734.
Available from-U.S. General Accounting Office, Washington, DC 20548.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Accounting, Computer Oriented Programs, Contracts, Data Collection, Eligibility, Expenditures, *Federal Aid, Government Role, Higher Education, Information Needs, *Management Information Systems, Money Management, *Program Administration, Program Costs, *Student Loan Programs
Identifiers-*Department of Education, *Guaranteed Student Loan Program

The adequacy of the Department of Education's automated information system for the Guaranteed Student Loan Program was assessed. The review conducted by the U.S. General Accounting Office focused on the department's efforts and plans to correct system deficiencies, the reasonableness and propriety of major system costs incurred, and the contractor's performance under the most recent system contract awarded in April 1979. It was found that the system continued to be deficient in four functional areas: the automatic reinsurance of state agency loans regardless of whether the student is qualified under the law and regulations; interest and special allowance payments; the collection of insurance premiums on federal loans; and the accumulation and reporting of the program's financial status in accordance with the needs of the department's financial managers. It is recommended that the needs of users of the Guaranteed Student Loan system should be identified and translated into specifications for meeting these needs. The department should follow a design approach that will assure that these management features are adequately incorporated in the program's automated information system. Additionally, it was found that existing operations were converted to a new contractor with minimal service impact, but added costs were incurred and key contract elements remain to be accepted. (SW)

Carter, Edith H., Ed.
Community College Journal for Research and Planning.
American Association of Community and Junior Colleges, Washington, D.C. National Council for Research and Planning.
Pub Date-81
Note-64p.
Available from-NCRP Journal Subscriptions, Miami-Dade Community College, 11011 SW 104th Street, Miami, FL 33176 ($9.00 per year on a subscription basis).
Journal Cit-Community College Journal for Research and Planning; v1 n1 Spr 1981
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Students, Annotated Bibliographies, *Community Colleges, *Institutional Research, Nontraditional Students, *Program Proposals, Research Problems, Student Characteristics, *Student Recruitment, Two Year Colleges, *Two Year College Students

Designed as a forum for the exchange of information among research and planning professionals, this journal presents articles on institutional research studies and practices. In The President's Forum,'' Mantha Mehallis focuses on the changing role of research evaluation and planning in community colleges. Next, Linda Greer, in her article, Characteristics [illegible] Academic Success and Retention of Non-Traditional Age Students at a Community College,'' reports the methodology and findings of two studies comparing attrition rates among traditional and non-traditional age students in relation to their goals, views of the college, and expectations for campus social life. Institutional Research and New Program Justification: A State-Level Perspective,'' by Alan S. Krech, identifies research problems that have appeared in associate degree program proposals and recommends the involvement of trained researchers in proposal preparation. Fontelle Gilbert's article, Adult Education: Who Participates?'' provides a composite profile of adults participating in educational programs at all levels. After the presentation of several book reviews, Elaine L. Tatham, Michael B. Quanty, and Lisa McCarty provide tips for a successful institutional research office in their article, Success Is a Many Splintered Thing.'' Timothy Lightfield's Marketing Control Information,'' which highlights the role of institutional research in college marketing efforts, is followed by an annotated bibliography of ERIC documents on student attrition. (AYC)

ED 212 330 JC 820 035

Hennan, Cecil

People & Change: Success in Implementing Administrative Systems.

San Diego Community Coll. District, Calif.

Pub Date-Dec 81

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Organization, *College Administration, Community Colleges, Computer Oriented Programs, *Multicampus Districts, *Success, Two Year Colleges

Identifiers-*Computer Services

The implementation of an administrative on-line data-base system for the San Diego Community College District (SDCCD) is explained in this report. The report begins by describing the SDCCD environment, a multi-campus district under the direction of a chancellor and a cabinet. District headcount in Fall, 1981 consisted of over 100,000 students and between 5,000 and 6,000 staff members. After explaining the governance and duties of the district's computing services department, which is operated under contract by an outside company, the report lists past and anticipated computing achievements at SDCCD, including the development of payroll systems, a master catalog and class schedule, and a budget preparation system. Finally, the report outlines five factors contributing to the success of these systems: (1) top-level agreement on the need for these systems; (2) early determination by key users of general district requirements for the new systems; (3) rapid installation of baseline systems on the SDCCD computer as a means of establishing credibility with user departments; (4) formation of a User Task Force to serve as a focal point for decision making, planning, and training and to act as a communication channel to users; and (5) designation of a liaison responsible for user satisfaction and for working with the task force to define and guide the project. (KL)

ED 212 349 PS 012 560

Heffron, Mary Claire Jonnson, Jerry C.

A Systematic Guide for Planning or Improving Your Family Oriented Home-Based Program.

Report No.-ISBN-0-8403-2556-8
Pub Date-81
Note-42p.
Available from-Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, IA 52001 ($3.95; postage free on pre-paid orders).
Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Family Programs, Guidelines, *Home Programs, *Home Visits, Measures (Individuals), Personnel Selection, Preschool Education, *Program Implementation, Program Improvement, Recordkeeping, *Staff Development
Identifiers-*Home Based Programs, Project Head Start

Guidelines based on Project Head Start performance standards are offered for persons interested in starting and operating a home-based child development program providing individualized family services through home visits. Opening sections of the manual sensitize prospective service providers to problems and positive outcomes of home-based programs, discuss several misconceptions concerning home-based programs and point out why home-based programs work. Subsequent sections of the manual focus on the parameters of the home-based program, community needs assessment, and program implementation. Suggestions are given for recruiting families, assessing the family and child, conducting the home visit, and record keeping. Concluding sections offer insights for management, including brief discussions of management factors in quality programming, budgeting, and interpreting program results. Two self-assessment instruments for home visitors, including one that can also be used by supervisors to monitor home visitors, are appended. (Author/RH)

ED 212 369 PS 012 633

Honeywell's Working Parents Task Force. Final Report and Recommendations.
Honeywell, Inc., Minneapolis, Minn.
Pub Date-Oct 81
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Day Care Centers, *Employed Parents, Employer Employee Relationship, *Flexible Working Hours, *Needs Assessment, *Parent Education
Identifiers-Employer Supported Child Care, Honeywell Inc

This publication provides a summary of the Honeywell Working Parent Task Force's recommendations on how to solve problems experienced by working parents. The Task Force consisted of three committees: the Employment Practices Committee (EPC); the Parent Education Committee (PEC); and the Child Care Facilities Committee (CCFC). After examining a variety of employment practices which affect working parents, the EPC found that the main problem experienced by these parents when managing work and family responsibilities was inflexible work schedules. Following an exploration of several alternative work options, the committee began a thorough evaluation of flextime. As a result, a working definition of flextime was developed, current Honeywell policy and practices regarding flextime were identified, and local and national employers were surveyed about their flextime practices. The EPC concluded that Honeywell should adopt a flextime policy which endorses flextime wherever possible. The work of the PEC was based on the recognition of the challenges faced by working parents as they try to manage both work and family responsibilities. The PEC focused on the kinds of information needed by working parents and how best to present this information. The two major vehicles recommended for providing information to parents were working parents seminars and distribution of printed materials. Finally, the CCFC, after reviewing studies related to child care facilities in Minneapolis and conducting interviews with other large employers and professionals who deliver services to families and children, identified the 10 most serious problems faced by working parents and suggested several recommendations for overcoming these problems. A draft of the proposed flextime policy, as well as information about Minneapolis's Computerized Child Care Information Network and the CCFC's recommendation to develop on-site child care facilities, are included in the appendices. (Author/MP)

ED 212 388 PS 012 658

Orr, Fred

Adolescent Shyness and Self-Esteem. Unit for Child Studies Selected Papers Number 16.

New South Wales Univ., Kensington (Australia). School of Education.

Pub Date-Sep 81

Note-28p.; Paper is based on a seminar presented at the Unit for Child Studies Spring Saturday Seminars (Kensington, Australia, September, 1981). For other papers in this series, see ED 204 029-037 and PS 012 652-660.

Available from-Unit for Child Studies, School of Education, University of New South Wales, P.O. Box 1, Kensington, NSW 2033, Australia ($2.00; payment should be made in Australian dollars).

Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adolescents, *Emotional Adjustment, Guidelines, *Interpersonal Competence, *Parent Child Relationship, *Parent Role, Teaching Guides, *Training

Identifiers-*Shyness

What shyness is and how it affects teenagers, the various ways in which shyness can be manifest in teenagers, and possible causes of shyness, as well as the role of parents and their relationships with shy young people are discussed in this expanded seminar paper. Some situations in which an adolescent might be shy are identified and guidelines indicating ways parents can help their adolescent children are offered. In addition, a training manual for conducting a program of treatment sessions aimed at helping adolescents overcome shyness in opposite-sex social interactions is included in the document. The seven sessions of the program consist mainly of exercises, discussion, and homework. (A total of 16 hours of training is outlined in the manual.) (Author/RH)

ED 212 443 RC 013 178

Lionberger, Herbert F. Cheng, Wei-Yaun

The Potential of Interpersonal Relationships among Subject Matter Specialists for the Performance of the Integration Function on Behalf of Clients: Missouri Agricultural Extension as a Case in Point.

Pub Date-12 Jun 81
Note-61p.; Paper prepared for the Annual Meeting of the Rural Sociological Society (Guelph, Ontario, Canada, August 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agricultural Education, Agricultural Personnel, Informal Organization, *Information Dissemination, *Information Needs, Information Networks, Information Systems, *Organizational Communication, Rural Education, *Rural Extension
Identifiers-*Interpersonal Communication, *Missouri

Responses of 127 agricultural specialists concerning their information seeking and interactive contacts within the Missouri Extension Service revealed an interpersonal communicative network among subject matter specialists with a potential for performing the integration (putting together) function on behalf of farmers. This occurred in an organizational setting well suited to the production and delivery of science-based information to users, but very dysfunctional to the performance of the integration function. The interpersonal network which operated at both the within-district and the on-campus levels included all types of in-field agricultural subject matter specialists, but was most operative among those concerned with the agricultural production and farm management specialties. The interpersonal network enabled the informational system to preserve its advantage for specialty information development and delivery while developing a necessary integration function capability. A generalizing conclusion indicated that with the existence of three conditions (a mutually recognized need among specialists for informational exchange with others not of their own kind, an administrative structure allowing or insuring free interpersonal exchange of information, and personal rewards for information exchange among subject matter specialists) interpersonal informational servicing relationships would form and persist, to the mutual advantage of all, as they did in the Missouri situation. (Author/NEC)

ED 212 506 SO 013 617

The Way of Japan: A Series of Workshop Papers.
Arizona Univ., Tucson. East Asia Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-81
Note-40p.; Papers presented at the Way of Japan Workshop Series (Los Angeles, CA and Tucson, AZ, February-March, 1981).
Available from-East Asia Center, Department of Oriental Studies, University of Arizona, Tucson, AZ 85721 ($1.00).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Asian History, Asian Studies, Capitalism, Cross Cultural Studies, *Cultural Awareness, Foreign Countries, International Relations, Japanese, Language, Literature, Politics
Identifiers-Free Enterprise System, *Japan, Japanese Art, Japanese Culture, Japanese People

The seven essays in this booklet are summaries of presentations made at the Way of Japan Workshop Series. Topics range from traditional Japanese history and culture to modern Japanese society and U.S.-Japanese relations. A welcome from Yoshi Okawara, Japanese ambassador to the United States, delineates how American and Japanese may think in different ways because of language, culture, and tradition but how both are forced to deal with the same types of questions and problems. In Tokuigawa Japan and the Coming of the West,'' Gail Lee Bernstein discusses the history, exploits, and evolution of Japan's warrior elite, the Samurai. Chisato Kitagawa gives examples of the phonology, morphology and word formation, syntax, and four types of writing systems found in Japanese in The Japanese Language: An Outline.'' The history, content, and characteristics of Japanese literature are the topic of Edward Putzar in Japanese Literature: Discovery of the Inner and Outer Worlds.'' In Seeing Japanese Art at A Distance,'' Joshua Goldberg considers what is Japanese'' about traditional Japanese art. A discussion of postindustrial society of Japan its population, economy, problems, and prospects is the focus of Minoru Yanagihashi in Japanese Society and Politics: A Summary View.'' Finally, Frank Gibney offers five salient features of Japan's Confucian capitalism and discusses how it differs from American free enterprise. Selected Readings and Bibliography are included. (NE)

ED 212 560 SP 019 399

Nissman, Blossom S.

Mainstreaming: Who? Why? When? How?

Central Burlington County Region for Special Education, N.J.

Spons Agency-New Jersey State Dept. of Education, Trenton.

Pub Date-80

Note-25p.

Available from-Guidance Awareness Publications, Box 106, Rancocas, NJ 08073 ($2.00).

Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classroom Environment, *Classroom Techniques, Developmental Disabilities, Elementary Secondary Education, Individual Development, Learning Disabilities, *Mainstreaming, Socialization, *Special Education, Student Behavior, *Student Placement, *Teacher Role, Teaching Methods

This booklet defines mainstreaming procedures through brief responses to questions on: students that should be mainstreamed; the most effective time for mainstreaming a student; why mainstreaming is effective for children with special needs; and how the move from special education to regular class placement can be facilitated. Profiles are presented of specific experiences of regular teachers in dealing with disabled children in their classrooms. A checklist is provided for identifying seven areas in which learning problems may occur: (1) motor development; (2) visual perception; (3) visual motor (4) spatial organization; (5) regulation behavior; (6) language development; and (7) personality development. A copy of a special education mainstreaming form used to report student progress is included. (JD)

ED 212 598 SP 019 599

Radwan, M. M. And Others
Egyptian Education Today.
Pub Date-Aug 81
Note-21p.
Available from-Not available separately; see SP 019 598.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Basic Skills, Developing Nations, *Educational Development, *Educational Technology, *Educational Trends, Foreign Countries, Inservice Teacher Education, *National Programs, *Teacher Education Programs, Teaching Methods
Identifiers-*Egypt

Three papers on the Egyptian educational system were delivered at the World Assembly of the International Council of Education for Teaching in Cairo, Egypt, in 1981. The first paper, Recent Educational Reforms in Egypt,'' by M. M. Radwan, describes the changes in Egyptian education since 1952, including the adoption of universal basic education. The four authors (Hussein Fawzi Al Najjar, Mohamed Abdelmagid Ibrahim, Sayed M. Kheiralla, and Hassan Mostafa) of the second paper, Egytian Education Today,'' focus on the Egyptian characteristics of the educational system, citing teacher education and the problem of illiteracy as outstanding national issues. In the third paper, Educational Technology: Its Application to Inservice Teacher Training in Egypt,'' by Kamal Yousef Iskander, the use of educational technology in inservice teacher education is outlined, with reference to the problems anticipated in training 130,000 teachers for Egypt's new educational system. (FG)

ED 212 618 SP 019 647

Melograno, Vincent Loovis, E. Michael
Motor Development Programs for School-Aged Handicapped Students: Assessing the Needs of Professional Educators.
Cleveland State Univ., Ohio.
Spons Agency-Cleveland Foundation, Ohio.
Pub Date-Feb 82
Grant-79-468-11R
Note-62p.
Pub Type- Numerical/Quantitative Data (110) Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adapted Physical Education, Disabilities, Elementary Secondary Education, Individualized Education Programs, *Inservice Teacher Education, *Mainstreaming, Needs Assessment, *Teacher Attitudes, Teacher Effectiveness, *Teaching Experience, Teaching Skills
Identifiers-Ohio, *Physical Education Teachers, *Public Law 94 142

A study was conducted to determine the educational needs of elementary and secondary school physical education teachers in Ohio in mainstreaming handicapped children in their classes. A validated questionnaire was sent to teachers in 35 school districts, and 241 teachers responded. The survey sought information on the experiences of teachers with handicapped students. Also investigated were teachers' abilities, attitudes toward handicapped learners, interest in professional self-development, expressed needs, and what they considered to be the limits of handicapped learners. Responses revealed that 41 percent of the teachers had no experience with handicapped students. Thirty-seven percent of the teachers had little or no background in adapted physical education, and seven percent had experience in developing individualized education programs (IEP's). Numerous misperceptions of Public Law 94-142 were revealed, resulting in misunderstandings about the responsibilities of physical education teachers. In general, the respondents had a positive attitude toward teaching handicapped students, but the majority felt that the nature of the student's handicap, the functional ability of the student, and the activity chosen would be limiting factors in participation in physical education. When asked about opportunities to expand their knowledge of physical education for handicapped students, the majority of teachers preferred conferences, workshops, and other inservice offerings. It is concluded that there is a need to clarify and identify the contribution of physical education in the IEP's of handicapped students. Tables are appended giving response data on the 36 item questionnaire. A copy of the survey instrument is also appended. (JD)

ED 212 678 TM 820 135

Moskowitz, Joel M. And Others

Psychometric Properties of the Drug and Alcohol Survey''.

Pacific Inst. for Research and Evaluation, Napa, Calif.
Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Pub Date-31 Apr 81
Note-34p.; For related document, see TM 820 134.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Drug Use, Factor Analysis, *Factor Structure, Junior High Schools, *Questionnaires, Scaling, *Secondary School Students, *Student Attitudes, Surveys, Test Construction
Identifiers-Confirmatory Factor Analysis, *Drug and Alcohol Survey

Results obtained from scaling the Drug and Alcohol Survey'' (DAS), a questionnaire that assesses the drug involvement of secondary school students are documented. The scales are evaluated in terms of their psychometric properties, their compatability with a change model, and their utility as outcome measures of substance abuse prevention programs. Scales were formed across substances for different variables in the model. This approach generated scales that measured each of the following variables in the model: (1) perceived peer attitudes toward drugs; (2) perceived peer use of drugs; (3) attitudes toward drug use; (4) drug use intentions; (5) lifetime use; and (6) current use. These variable-specific'' scales conformed more closely than substance-specific scales to the change model as well as to the outcome analysis plans. Confirmatory factor analysis procedures were followed. Results are outlined in numerous tables. (Author/GK)

Ruddock, Maryann S.
Use of a Market Survey in Identifying Potential Publics.
Saint Edward's Univ., Austin, Tex.
Pub Date-Oct 81
Note-23p.; Paper presented to the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Alumni, College Bound Students, College Students, *Community Attitudes, *Community Surveys, Educational Counseling, Higher Education, High School Students, Institutional Research, *Public Relations, Questionnaires, *Reputation, *School Community Relationship, School Size, Student Financial Aid, *Student Recruitment, Tuition
Identifiers-*Saint Edwards University TX

Perceptions of St. Edward's University, Austin, Texas, by current students, alumni, Austin area high school seniors, and the general public were studied. Respondents' knowledge of the university and what they look for when choosing a school were assessed. About 500 general public respondents and about 300 respondents for each of the other groups participated. It was found that while most of the respondents could identify St. Edward's as a small, private, four-year institution that grants master degrees, there was confusion as to how many students were enrolled and the cost of attending the university. Regarding tuition, 68 percent of students/alumni answered correctly, while only 38 percent of high school seniors/public answered correctly. The general public and high school seniors also showed misconceptions about majors that are offered by the university and about its size (a large number of people thought the school was larger than it is). It also was found that current students and alumni, and to a lesser extent high school seniors and the general public, are concerned with the practical and educational aspects of an institution: availability of financial aid, tuition, night classes, and academic services available, such as tutors. It is concluded that the survey demonstrates a need for additional publicity in the areas of costs and academic services available. Based on demographic data provided by survey respondents, the survey shows that there are many people in the Austin area who would fit into St. Edward's environment. A sample questionnaire is appended. (SW)

ED 212 271 IR 009 977

Guide to Records in the New York State Archives.
New York State Education Dept., Albany. Office of Cultural Education.
Pub Date-81
Note-172p.; Photographs may not reproduce.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Archives, *Public Agencies, *Records (Forms), *State Government, *State History
Identifiers-Manuscript Collections, *New York State Archives

This guide lists and describes New York State historical materials, ranging from seventeenth century Dutch colonial records to recent files of state agencies, held by the New York State Archives. The 58 entries in the guide are arranged in accordance with the present organizational structure of the state government, with separate sections for the executive, legislative, and judicial branches. The section devoted to the executive branch covers records from the governor's office, the lieutenant governor's office, all executive department subdivisions, and all state departments and agencies. Materials listed for the legislative branch include Senate and Assembly records. Each entry includes a historical note on the office, agency, or governmental branch along with a list of relevant records. A note on local government records is appended. (JL)

ED 212 294 IR 010 003

Braden, Roberts A. Walker, Alice D.

Reigning Catachreses and Dogmas Related to Visual Literacy.

Pub Date-Nov 80

Note-19p.; Paper presented at the Annual Conference on Visual Literacy (12th, College Park, MD, November 5-8, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advertising, Comics (Publications), *Communication (Thought Transfer), Communication Problems, Definitions, Figurative Language, Grammar, *Visualization, *Visual Literacy, Written Language

An historical review of definitions of visual literacy is summarized by the statement, the transmission of meaning visually is what visual literacy is all about.'' To be visually literate is to be able to gain meaning from what we see and to be able to communicate meaning to others through the images we create. Three assumptions, taken from the 22nd Annual Lake Okoboji Educational Media Conference, are adopted: (1) visual literacy can be learned, (2) visual literacy can be taught, and (3) visual literacy can be evaluated. These concepts are used to discuss the application of visual media in conjunction with written/spoken language. Visual-verbal discontinuity is described as a serious communication problem which can best be avoided by developing a better understanding of the parallels and differences between spoken/written language and visual language. Vocabulary, grammar, and figures of speech (with special attention to examples of trope and metaphor) are addressed, as well as comics and advertising. Five tentative rules of thumb for more effective visualization conclude the presentation. Twenty-two references are listed. (Author/LLS)

ED 212 407 RC 013 139

Millar-Wood, Jayne

Development Education in the United States. Development Education Paper No. 14.

United Nations Children's Fund, New York, N.Y.

Pub Date-81

Note-17p.; For related documents, see RC 013 135-144.

Available from-UNICEF, UN Plaza, New York, NY 10706.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agency Cooperation, Church Role, *Cultural Awareness, *Developed Nations, *Developing Nations, Economic Development, *Educational Development, *Educational Strategies, Elementary Secondary Education, Global Approach, Higher Education, International Education, Program Descriptions, Quality of Life, Rural Development, World Affairs

Identifiers-*Development Education, *United States

The purpose of the document is to (1) define the meaning of development education in a United States context, (2) describe formal and nonformal development activities in the United States, and (3) suggest steps that could be taken in the future to promote development education efforts in the United Staes. Development education is seen as both process and content, encompassing programs that: transfer factual information about developing countries and people as well as about global social, economic, and political structures and problems; foster understanding of development as a process that involves all nations; create a broad global consciousness; promote values and attitudes to encourage responsibility to correct injustices; and engage citizens in action and advocacy to improve the quality of life for all people. A brief overview describes development education programs undertaken by: research, education, and action organizations with a United State focus; private and voluntary field-oriented organizations; churches; schools and universities; student exchange and volunteer programs. Among the activities suggested to promote development education activities are: developing communications networks among educating organizations; establishing a national, annual development education event''; promoting statewide councils; publicizing linkages between U.S. and world poverty and development; and engaging Americans more directly with the poor. (NEC)

ED 212 524 SO 013 816

Barney, Gerald O., Ed.

The Global 2000 Report to the President. Volume Three. Documentation on the Government's Global Sectoral Models: The Government's Global Model.''

Council on Environmental Quality, Washington, D.C.; Department of State, Washington, D.C.

Pub Date-Jan 81

Note-422p.; Contains occasional shaded charts and maps which may not reproduce well from EDRS. For related documents, see ED 188 935, ED 199 149, and SO 013 815.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 041-011-00051-3, $8.00).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Climate, *Documentation, Energy, Environment, Food, *Futures (of Society), *Global Approach, *Models, Natural Resources, Population Growth, *Prediction

Identifiers-Gross National Product

The third volume of the Global 2000 study presents basic information (documentation'') on the long-term sectoral models used by the U.S. government to project global trends in population, resources, and the environment. Its threefold purposes are: (1) to present all this basic information in a single volume, (2) to provide an explanation, in the words of the agencies and institutions themselves, of the structure of their models and the purposes for which their models were developed, and (3) to give a general sense of the individual sectoral models and the array of their documentation. Population, gross national product, climate, food, nonfuel minerals, and energy are the sectors focused on in this document. Inclusion was based on the fact that these projection areas used formalized methodologies and analytical models. As a result of this study, government data and models have been evaluated and weaknesses identified. Further, experts responsible for language analysis and modeling have been brought together to exchange knowledge and perspectives on global trends and to begin developing the capacity to produce interactive internally consistent projections. It has set the foundation for the construction of the type of foresight capability needed by the United States in the decades ahead. (NE)

ED 212 699 UD 021 860

Rubin, Joan

Meeting the Educational Needs of Indochinese Refugee Children.

National Center for Bilingual Research, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Dec 81
Contract-00-CA-80-0001
Note-112p.
Pub Type- Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adjustment (to Environment), Asian Americans, Community Role, *Curriculum Development, *Educational Planning, Elementary Secondary Education, English (Second Language), Federal Programs, *Indochinese, Inservice Education, Land Settlement, *Refugees, Second Language Instruction, *Staff Development, Staff Orientation
Identifiers-Elementary Secondary Education Act Title VII, Refugee Act 1980

This report examines the issues involved in the planning, implementation, and evaluation of educational programs for Indochinese refugees. The cultural and linguistic characteristics and resettlement patterns of Indochinese ethnic groups are discussed with respect to the different educational needs of these groups. The policies and services of Federal programs such as those provided under the Refugee Act of 1980, the Indochina Refugee Children Assistance Act of 1976, and the Title VII Basic Projects and Demonstration Projects Program are also examined. Problems incurred by school districts as a result of the migration of refugees are cited; demographic and enrollment information concerning refugee children is reported. Also covered are curriculum development issues, staff development and inservice education, and student, parent, and community organization strategies. It is concluded that further research is needed in order to clarify those services and methods which deal most effectively with the testing, placement, orientation, and provision of instructional services to Indochinese refugees. (JCD)

ED 212 740 UD 022 099

Mitchell, Maxine R., Comp. And Others

Political and Economic Relationships. Our Human Ties. Monograph Los Angeles Unified School District, Calif.

Pub Date-Mar 77

Note-132p.; Not available in paper copy due to institution's restrictions; for other documents in this series, see UD 022 094-100.

Available from-Los Angeles Unified School District, Instructional Publications Unit, 450 North Grand Avenue, Room G-390, Los Angeles, CA 90012 ($14.00 per set plus 6 percent sales tax).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Economics, Elementary Secondary Education, *Environmental Education, Instructional Materials, *Legal Education, Lesson Plans, *Multicultural Education, Politics, Social Sciences, *Social Studies

Identifiers-Los Angeles Unified School District CA

This teaching guide, developed by the Los Angeles (California) Unified School District, is based on ten specified political and economic concepts about the United States. The descriptions of thirty-two instructional activities and their objectives are based on the concepts. Rights and responsibilities as defined by the constitution, and the concepts of justice, prejudice, power, free enterprise, community planning, and environmental protection and interaction are some of the issues which are covered. Also included in the guide are an activity record, a format for additional lesson plans, a glossary, and bibliography. (JCD)

ED 212 250 HE 014 816

Marshall University Administrative Operational Objectives FY 1981-82.
Marshall Univ., Huntington, W. Va.
Pub Date- 81
Note-37p.; For related document see HE 014 815.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Education, Accountability, *Administrative Organization, *College Administration, College Role, *Departments, *Educational Objectives, Higher Education, *Organizational Objectives, School Organization
Identifiers-*Marshall University WV

Administrative operational objectives for funding year 1981-82 are presented to inform Marshall University's administrators, faculty, and students of the direction of current management activities. Stated objectives of the administrative offices that report directly to the president and those of the Provost's Office and the administrative offices that report to the Office of the Provost are presented. Offices that report directly to the president are as follows: administration, including auxiliary services, personnel, plant and administrative operations, and public safety; athletics; development, including alumni affairs and grants; financial affairs; the School of Medicine; and university relations. Offices that report to the Office of the Provost are as follows: graduate school, including instructional television services; admissions; computer center; institutional research; registrar; the College of Business; the College of Education; the College of Liberal Arts; the College of Science; Community College; School of Nursing; and library. Organizational charts are included. (SW)

ED 212 389 PS 012 659

Chisolm, Richard

Rights of Parents and Children. Unit for Child Studies Selected Papers Number 17.

New South Wales Univ., Kensington (Australia). School of Education.
Pub Date-81
Note-17p.; Paper presented at the Unit for Child Studies Spring Saturday Seminars (Kensington, Australia, September 19, 1981). For other papers in this series, see ED 204 092-037 and PS 012 652-660.
Available from-Unit for Child Studies, School of Education, University of New South Wales, P.O. Box 1, Kensington, NSW 2033, Australia ($2.00; payment should be made in Australian dollars).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies, *Court Litigation, Foreign Countries, Foster Family, *Legislation, *Parent Child Relationship, *Power Structure, Racial Discrimination, *Social Structure
Identifiers-Aboriginal People, Australia (New South Wales), *Childrens Rights, *Parent Rights

The rights of parents and children can best be understood, it is argued, if the law is seen as distributing power over children's lives. Three case studies that illustrate this thesis are discussed with reference to some changes to the law contained in the Community Welfare Bill 1981 (New South Wales). It is further argued that the legal principle that the child's welfare is the paramount consideration does not resolve legal disputes because litigants have different views of what constitutes the child's best interest. A list of some of the bases on which people claim power over children's lives is provided and its categories are discussed. Listed bases for claiming power over children are biological, associational, expertise, representative of the state, cultural identification, personal autonomy of children, and impartial arbitrator of other claims (the courts). It is concluded that attempts to enter propositions such as children have a right to a secure home life'' into law are dubious exercises that do not much advance the cause of law reform. Further, children's rights would be advanced if the law accorded the right weight to the various categories of claimants, and ensured that the various claims were properly examined before a decision was made in a particular case. (Author/RH)

ED 212 426 RC 013 158

Youssef, Nadia H. And Others

An Evaluation of Non-Formal Educational Programs for Women in Morocco.

Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.

Pub Date- 79

Note-53p.; For a related document, see RC 013 157.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adolescents, Adult Education, Adults, Comparative Analysis, *Developing Nations, *Economically Disadvantaged, Educationally Disadvantaged, *Females, Foreign Countries, *Handicrafts, Literacy Education, Low Income Groups, Needs Assessment, *Nonformal Education, Poverty, Program Effectiveness, Program Evaluation, Rural Areas, *Vocational Education

Identifiers-*Morocco, Rural Women, Third World Education Systems

Morocco's existing non-formal education programs involving women (Foyers Feminins and Ouvroirs) cater to female adolescents from low-income families and are almost entirely oriented to the teaching of traditional feminine crafts. Efforts are being made by both programs to introduce non-craft training in areas related to the modern economic sector. Other government-sponsored non-formal educational programs involving women include Handicraft Training, Commercial Training, and Hotel Training. However, women are severely limited in access to these vocational training programs. Although Ouvroirs Training Centers are commended for their market-orientation, organization of trainees into production units, and reorientation in basic training objectives to upgrade the scholastic component, neither the Foyers Feminins program nor the Ouvroir Centers are fully responsive to changing social and economic conditions. Recommendations include: strengthening of Foyers Feminins and Ouvroir curricula to make them more responsive to both remedial education needs and economic prospects of female adolescents; expansion of the current vocational training system to extend industrial training to both sexes; expansion of commercial training opportunities for women; and establishment of special training programs for rural women in agriculture-related fields. (Author/CM)

ED 212 464 SE 036 032

Norman, Colin
The God That Limps: Science and Technology in the Eighties.
Worldwatch Inst., Washington, D.C.
Report No.-ISBN-0-393-01504-1-AACR2
Pub Date-81
Note-219p.; Not available in paper copy due to copyright restrictions.
Available from-W. W. Norton & Company, 500 Fifth Ave., New York, NY 10110 ($14.95 cloth).
Pub Type- Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Science, Development, *Futures (of Society), *Global Approach, Higher Education, Science Education, *Social Problems, *Technological Advancement, *Technology, *World Problems
Identifiers-*Science and Society

The title of this book derives its name from Hephaestus, the Greek god of fire and metalworking, who had a pronounced limp. Focusing on science and technology in the eighties, the first chapter of this book uses Hephaestus as a focal point since he was entrusted with the development and maintenance of key technologies and with keeping society running smoothly and perfectly. Additional chapters consider how political, social, and technological forces interact and why reforms will be needed in all three areas if problems confronting a global society are to be resolved. Chapter titles include: (1) technology in a new area (end of cheap oil, new demands and new values); (2) knowledge and power (energy, research/development, scientific priorities); (3) innovation, productivity, and jobs (innovation recession, technological change and business cycle, microelectronics); (4) technology and development (technological world order, meeting basic needs); and (5) technical change and society (technology and sustainability/democracy).

(Author/JN)

Immerzeel, George, Comp. Thomas, Melvin, Comp.
Ideas from the Arithmetic Teacher,'' Grades 1-4 Primary.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No.-ISBN-0-87353-189-2
Pub Date-82
Note-120p.
Available from-National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 ($5.40; members and orders of 10 or more copies earn a 20% discount).
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Cognitive Objectives, Discovery Learning, Educational Objectives, Elementary Education, *Elementary School Mathematics, Enrichment Activities, Instructional Materials, *Learning Activities, *Mathematical Enrichment, *Mathematics Instruction, Mathematics Materials, Student Motivation, Teaching Methods, *Worksheets

This compilation is drawn from the IDEAS section that has been a feature of the Arithmetic Teacher'' since 1971. The contents are arranged in the following categories: Numeration, Computation, Geometry, Measurement, and Problem Solving. All selections are reprinted just as they originally appeared in the journal. On one side of each page is the Pupil Activity Sheet; teacher directions, educational objectives, and suggested grade levels are on the reverse side of the page. Comments and clues to answers are also frequently provided, as are suggestions of extensions to the activities. The material is designed to be reproduced for classroom use. (MP)

ED 212 542 SO 013 867

Tedesco, Paul H., Ed. And Others

1980/1981 Decision-Making Casebook for Business and Economics.

Business History and Economic Life Program, Inc., Boston, Mass.
Pub Date-81
Note-47p.; For related documents, see ED 133 280 and SO 013 864-869.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Business Education, Case Studies, *Decision Making, Economic Factors, *Economics Education, Marketing, Problem Solving, Resource Materials, Secondary Education, *Social Studies, Teacher Developed Materials

These teacher developed case studies taken from the business world are presented to help secondary students develop an understanding of economics and of the decision-making process. The studies describe real business situations. All historical and current facts are provided, and students must analyze the data and make business decisions. Teacher directions are provided for each of the 11 case studies. Some examples of the studies follow. One case study, entitled Making It in Ireland,'' focuses on a computer company's need to decide where to locate a new assembly plant within the United States of overseas. Students learn the importance of profit in corporate decision making and some of the effects that government and corporations have on each other. Another case study asks students to take into consideration the new 1980 regulations regarding the trucking industry. Students must propose a new marketing strategy to accommodate changing market conditions and plan new routes between terminals. The sociological and economic implications of the Master Charge Program of the New England Merchants National Bank are examined by students in one study. Another case, designed to help students recognize certain aspects of business such as cost, quality, and efficiency, asks students how they would handle the problem of wasted donuts at the Dunkin Donut University in Braintree, Massachusetts. The publication also contains a discussion of how to use the case method in business education. (Author/RM)

Nissman, Blossom S.

Answers to Questions Frequently Asked About the Classified Student. A Professional Supplement Provided through the Central Burlington County Region for Special Education. Special Education Information Series. Booklet Central Burlington County Region for Special Education, N.J.

Pub Date-81
Note-41p.
Available from-Guidance Awareness Publications, Box 106, Rancocas, NJ 08073 ($3.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes, Coping, Educational Diagnosis, Elementary Secondary Education, Individualized Education Programs, *Learning Disabilities, *Mainstreaming, Mental Retardation, Parent Attitudes, *Physical Disabilities, *School Personnel, Social Adjustment, Special Education Teachers, *Staff Development, Student Attitudes, Student Needs, *Student Placement, Student Transportation, Teacher Attitudes
Identifiers-*New Jersey

This booklet provides answers to questions that may arise when learning or socially disabled children are placed in regular classrooms. The introduction gives the background of classifying students in the New Jersey school system and lists the twelve classification categories: (1) emotionally disturbed; (2) neurologically impaired; (3) trainable mentally retarded; (4) visually handicapped; (5) auditorily handicapped; (6) educable mentally retarded; (7) communication handicapped; (8) orthopedically handicapped; (9) chronically ill; (10) socially maladjusted; (11) perceptually impaired; and (12) multiple handicapped. Questions from the perspectives of various school personnel are treated in separate categories: regular classroom teachers, special education teachers, parents, school administrators, classified students, and bus drivers. The answers discuss the definition of classification and such topics as individualized education programs, how to approach disciplinary problems, feelings of frustration, and when and where to ask for help. (FG)

ED 212 579 SP 019 550

Promoting Adoption and Adaptation. A Handbook for Teacher Corps Projects.

Center for New Schools, Inc., Chicago, Ill.
Spons Agency-Department of Education, Washington, D.C. Teacher Corps.
Pub Date-80
Contract-300-78-0515
Note-206p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Adoption (Ideas), *Change Agents, *Change Strategies, Decision Making, *Diffusion, Educational Innovation, Information Utilization, *Pilot Projects, Program Administration, Program Effectiveness, *Program Implementation, School Districts
Identifiers-*Teacher Corps

This handbook was designed to assist local Teacher Corps projects to plan and implement the Teacher Corps' Fourth Outcome:'' the adoption or adaptation of the project's educational improvement activities by other educational agencies and institutions. Section I provides an overview of seven scenarios which might be applicable to local projects planning to adopt or adapt other projects. The descriptions were drawn from an analysis of Teacher Corps proposals, literature, and conversations with researchers and practitioners. In Section II, five of the scenarios are expanded into experience-based essays that can be used

by staff in a variety of programs to clarify implementation and institutionalization goals. The five scenarios involve: (1) district-wide adaptation/adoption strategies; (2) using a shadow school'' approach in field testing; (3) utilizing existing linkage systems; (4) collaboration with the state education agencies; and (5) federal dissemination mechanisms for products and practices. Worksheets are included for developing a scenario that is site-specific to project staff. The four chapters in Section III provide guidelines to achieve the goals of the Fourth Outcome at local project sites. The techniques discussed are assessing the project, targeting audiences, using audience interaction in decision making, and evaluating Fourth Outcome results. A selected, annotated bibliography of documents pertaining to the adoption of Teacher Corps improvements comprises Section IV. A list of the contributors is appended. (FG)

ED 212 637 SP 019 718

Neikirk, Mary

Curriculum Development. Physical Educators for Equity. Module 5.

Eastern Kentucky Univ., Richmond. Dept. of Physical Education.; Education Development Center, Inc., Newton, Mass. Women's Educational Equity Act Dissemination Center.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, D.C.
Pub Date-81
Note-33p.; For related documents, see SP 019 713-720.
Available from-WEEA Publishing Center, Educational Development Center, 55 Chapel Street, Newton, MA 02160 (Set of 7 modules: $8.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Athletics, *Curriculum Development, Educational Objectives, Equal Education, Independent Study, *Nondiscriminatory Education, *Physical Education, Physical Education Facilities, *Program Improvement, Secondary Education, *Sex Fairness, Sex Stereotypes, Student Needs, *Teacher Education

This module, intended for secondary school physical education teachers, identifies the four major components of a curriculum and the factors which must be considered in curriculum development. Examples of the factors which must be considered in curriculum development are given. and guidelines are offered for eliminating sex-role stereotyping and sex discrimination in the construction of a secondary school physical education curriculum. Seven sections explain and provide exercises on: (1) definitions of sex-role stereotyping, sex discrimination, and educational equity; (2) definition of curriculum; (3) key factors in developing a curriculum; (4) fourteen guidelines for eliminating sex-role stereotyping and discrimination in physical education programs; (5) sex-integrated physical education programs that work; (6) a typical curriculum; and (7) building an unbiased curriculum. A bibliography is included. (JD)

ED 212 657 TM 820 049

Polin, L. Baker, E.L.

Exploration of Fuzzy Set'' Procedures for Analysis of Item-Specification Congruence.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Grant-OB-NIE-G-78-0213
Note-9p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Rating Scales, *Test Construction, *Test Items, Test Selection, *Test Validity
Identifiers-Content Validity, Domain Specifications, *Fuzzy Set Theory, *Item Rating Scale

A neglected element in designing tests is that of publicness, that is, the extent to which test specifications are understandable and usable by all interested parties. Issues related to content validity, such as test bias and instructional sensitivity, become accessible to these parties once content validity and design have been adequately described. Applying mathematical and set theory concepts, this paper explores procedures for determining content validity based upon judged'' degree of match between domain specification and item. The notion of degree of belongingness'' of an item to its domain and accompanying fuzzy set'' rating scale were applied to rating the match between given test items and test specifications. Since the form of specification did not provide sufficient guidance to raters for consistent and reliable judgments, an Item Rating Scale was created to distinguish important item dimensions in achievement tests and to thus provide structure for raters' judgment of congruence. The instrument is viewed as a training intervention for those responsible for test selection, item selection from banks for the purpose of assessing objectives, and for test item construction and review. Plans for review and completion of this study and for presentation of results are indicated. (Author/AL)

ED 212 679 TM 820 136

Moskowitz, Joel M. And Others
The Effects of a Classroom Management Teacher Training Primary Prevention Program on Fifth-Grade Students.
Pacific Inst. for Research and Evaluation, Napa, Calif.
Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Pub Date-Jul 81
Note-42p.; For related documents, see TM 820 137-138
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Environment, *Classroom Techniques, *Drug Abuse, *Elementary School Teachers, Grade 5, *Inservice Teacher Education, Intermediate Grades, Intervention, *Prevention, *Program Evaluation, Student Teacher Relationship
Identifiers-*Effective Classroom Management (Elementary)

Effective Classroom Management II-Elementary (ECM), an in-service teacher training course, was evaluated. Grade 5 teachers were taught techniques in communication, classroom management, and self-esteem enhancement. The goals were to make classroom environments more responsive to students' affective and cognitive needs, thereby fostering positive attitudes, behaviors, and norms regarding self, peers, and school. These changes were expected to reduce, in subsequent years, student acceptance and use of psychoactive substances. Process data included (1) teacher feedback on each training session, (2) surveys of teachers at the end of training and at the end of the school year, and (3) observations of classroom implementation. Pre- and posttests were administered to students and teachers, student achievement and attendance data were gathered, and teachers rated students' classroom behavior. Analyses of covariance revealed no predicted treatment effects on teacher outcomes. Analyses of covariance conducted on the class-level student data did not reveal a coherent pattern of treatment effects for comparisons of all control classes with all experimental classes, or with those experimental classes whose teachers completed ECM. For female students no significant effects were found; for males, significant positive treatment effects were found on reading achievement, perceived costs of alcohol use, and perceived costs of marijuana use. These latter effects were attributed to school differences or Type I error. The lack of treatment effects was discussed in terms of possible problems with treatment implementation. (Author/GK)

ED 212 720 UD 022 073

Crain, Robert L. Hawley, Willis D.

Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Volume II: An Agenda for Further Research on Desegregation Strategies.

Vanderbilt Univ., Nashville, Tenn. Center for Education and Human Development Policy.

Spons Agency-National Inst. of Education (ED), Washington, D.C.; Office of Civil Rights (ED), Washington, D.C.

Pub Date-Apr 81

Contract-NIE-R-79-0034

Note-93p.; For other volumes of this Assessment Project see UD 021 862 and UD 022 074-080.

Pub Type- Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, *Desegregation Effects, *Desegregation Methods, Discipline, *Educational Policy, Elementary Secondary Education, Hispanic Americans, Principals, *Racial Attitudes, *Racial Relations, *Research Reports, Student Attitudes, Student Placement, Student School Relationship, Teacher Attitudes, Transfer Policy

This paper agrees that there are inadequacies in school desegregation research and suggests strategies for improving its quality and availability as well as improving current educational policies. It is suggested that the interaction of power and resources determines the post-desegregation changes in school policies. The effects of desegregation on various levels of achievement among white and minority students, and on teacher attitudes toward minorities are also discussed. In the area of racial relations, questions concerning the nature of contact among students, the effects of ability grouping and multicultural programs, and the race and sex of students and teachers are identified as the most important issues upon which further research is needed. Also examined are the assets and weaknesses of sociometric measures, attitude scales, and self-reports of behavior in measures of racial contact, racial tension, and racial attitudes. Other topics addressed include research on school discipline, desegregation and Hispanics, the problem of research costs and the utility of secondary analysis, and research on the role of principal and key variables in the study of desegregation processes and outcomes. A bibliography is appended. (JCD)

ED 212 233 HE 014 734

Stronger Actions Needed to Recover $730 Million in Defaulted National Direct Student Loans. Report by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-81-124
Pub Date-30 Sep 81
Note-42p.; For related document see HE 014 733.
Available from-U.S. General Accounting Office, Washington, DC 20548.
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agency Role, College Role, Credit (Finance), Educational Finance, *Federal Aid, Federal Government, Financial Problems, *Government School Relationship, Higher Education, *Legal Responsibility, *Loan Repayment, Money Management, *Student Loan Programs
Identifiers-*Department of Education, *National Direct Student Loan Program

The efforts of schools to administer and collect student loans and the actions of the U.S. Department of Education for collecting defaulted loans under the National Direct Student Loan program were investigated. The General Accounting Office visited seven schools in the midwest with default rates ranging from 5.9 to 63.1 percent and obtained information on 599 defaulted loans. Six of these schools had default rates exceeding 20 percent. Information also was obtained on defaults and collections for 33 other schools in the same geographical area with default rates exceeding 20 percent. It is concluded that the seven schools that were visited did not fully comply with the department's loan collection procedures, although they did an adequate job sending bills and collection letters. It is suggested that schools need to adopt a tougher attitude toward collecting defaulted loans, and the Department of Education should take stronger actions against those that fail to do so. Schools have forwarded to the department for collection about 240,000 loans with outstanding balances of $215 million. But various problems have slowed the department's collection efforts. The department plans to contract with private collection agencies for future loan collections. Also, to motivate defaulters to pay their debts, the Department of Education will allow credit bureaus to redisclose student loan default data to the general credit industry. Additional recommendations to the Department of Education are included. (SW)

ED 212 272 IR 009 979

Koch, Hans-Albrecht

Library Research in the Federal Republic of Germany.

Pub Date-80

Note-15p.; Paper presented at the Annual Meeting of the International Federation of Library Associations (Manila, Philippines, August 16-23, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Libraries, Evaluation Needs, Foreign Countries, Library Administration, *Library Research, *Library Science, Library Services, Library Technical Processes, Objectives, *Research Libraries, *Research Methodology, Use Studies

Identifiers-*West Germany

A report of the current state of librarianship in the Federal Republic of Germany (FRG) presents a brief history as well as an overview of the prerequisites of and organizations concerned with library research, and the objectives, methods, and results of intermediary but important research projects. Although the practice of library research is new in the FRG, its subfields now include: (1) organization of research, (2) the library and society, (3) the user and the library, (4) media and their acquisition, (5) classification and use, (6) library personnel, (7) library technical processes, (8) library organization, and (9) library planning. All of these are commented upon within the report. Subjects not addressed at this time include history of the book and the library, and library automation. The primary emphasis is on those projects devoted to administrative and socially empirical topics, especially those concerned with library organization and library usage. (RAA)

ED 212 295 IR 010 005

Ahamed, Uvais Grimmett, George
Educational Broadcasting Radio.
Asia-Pacific Inst. for Broadcasting Development, Kuala Lumpur
(Malaysia).
Pub Date-Oct 79
Note-115p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administration, *Developing Nations, *Educational Radio, Independent Study, *Instructional Development, Production Techniques, Professional Training, Programing (Broadcast), Radio, Scripts
Identifiers-Asia, *National Development, Pacific Region

This manual is intended for those who must conduct educational radio broadcasting training courses in Asia-Pacific countries without the resources of experienced personnel, as well as for individuals to use in self-learning situations. The selection of material has been influenced by the need to use broadcasting resources effectively in programs of national development, in which educators need to understand the work and skills of broadcasters, and broadcasters the problems and constraints in the imperatives of education. Thus the scope of the units spans both formal and nonformal education. The 20 units cover the planning of educational broadcasting activities, i.e., the fusion of education and broadcasting; the communication process; the curriculum and its importance as a framework for educational broadcasting; formal and nonformal education; the application of educational media; the role of the educational producer; the learning process and its application to broadcasting; the use of objectives and systematic planning; writing for radio; various program formats, including the interview, documentary, discussion, and drama; the design and use of support materials; and utilization, evaluation, management, and organizational considerations. (Author/LLS)

ED 212 313 JC 810 617

Jones, Gordon

A Follow-Up Study of Career/Technical Students from the British Columbia Community Colleges and Institutes: Technical Report.

B. C. Research, Vancouver (British Columbia).
Spons Agency-Academic Council of British Columbia, Victoria.
Report No.-TR-5-04-857
Pub Date-Aug 81
Note-293p.; For a related document, see JC 810 616.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*College Graduates, Community Colleges, Dropout Research, Education Work Relationship, Employment, Females, Foreign Countries, Graduate Surveys, Majors (Students), Males, Participant Satisfaction, State Surveys, Student Educational Objectives, Technical Institutes, Two Year Colleges, *Two Year College Students, *Vocational Education
Identifiers-*British Columbia

A survey was conducted in early 1981 to provide follow-up information on former students of the 14 public community colleges in British Columbia (BC) and of the BC Institute of Technology. In all, questionnaires were mailed to 11,456 persons enrolled in vocational programs at the colleges in September, 1979, but who were not enrolled at any of the colleges in September, 1980. The former students were queried on reasons for attending college; attainment of educational goals; reasons for discontinuing study; employment status and its relation to college studies; whether college training helped in obtaining a job; location of job; reasons for unemployment (where applicable); assessments of the college experience; and plans for further schooling. Almost half (48%) of the questionnaires were returned. The study report details: (1) study objectives; (2) methodology, sampling techniques, and procedures; (3) age and sex distributions of the survey population and of the respondents; (4) responses in the areas of educational objectives, reasons for leaving, current activities, employment searches, type of employment, and assessment of the college experience; and (5) study implications regarding students, the colleges, employment, employment inequalities between the sexes, student persistence, academic standards, and lifelong education. Appendices include the questionnaire and detail statistical findings by college and by discipline cluster. (JP)

ED 212 331 JC 820 037

Adams, Frank G.

Financing the College in the Community.

Pub Date- 81
Note-15p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Community Colleges, *Community Services, *Educational Finance, Extension Education, Financial Problems, *Financial Support, Models, *Outreach Programs, *Program Administration, Two Year Colleges

Although off-campus or community service courses have historically been sparsely funded, these types of programs have grown more rapidly than the on-campus traditional ones, especially in response to the demands of part-time adult students. Three patterns have commonly been used to finance community services and each has shortcomings. These are minimal local funding with heavy support from external sources such as government grants and foundations; minimal local funding for administrative costs with instructional costs borne by the academic department; and cost-recovery funding in which the institution funds an entire program in an extension budget. An alternative approach to financing off-campus programs is offered by the college in the community'' model. The model is based on several principles: (1) the office charged with off-campus activities is also charged with fiscal accountability; (2) quality control over instruction and course content is the responsibility of discipline offices; (3) there is shared authority for marketing; (4) a single extension budget is used; (5) a database on enrollments and expenses is essential; (6) needs assessments are used to sustain programs; and (7) adequate delivery mechanisms are assured for instruction and support services. This model provides for a balancing of enrollments across all programs, quality instruction, a separation of fiscal accountability and program development functions, and a clear identification of costs and revenues. (Appended figures illustrate the model.) (KL)

ED 212 350 PS 012 574

Simons, Jenny

Learning to Read: Parents Can Help. Australian Early Childhood Resource Booklets, No. 1, 1981.

Australian Early Childhood Association, Inc., Watson.
Report No.-ISBN-0-909860-33-5
Pub Date-81
Note-19p.
Available from-Australian Early Childhood Association, Inc., Knox Street, Watson, A.C.T. 2602, Australia ($2.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, Early Childhood Education, Foreign Countries, Guidelines, *Parent Participation, Reading Games, *Reading Instruction, *Reading Readiness, *Young Children
Identifiers-*Australia

Guidelines for parents involved in teaching their children to read are provided in this Australian early childhood resource booklet. Suggestions are offered for introducing words to children, talking to children, and reading to children. Material focused on the topic of learning to read at home is divided into two sections: (1) reading games, and (2) teaching reading. The reading games described include Matching Cards, Giovanni's Book, Labels, I Spy, Rhyming Words, and Missing Words. Bookmaking, reading primers, word lists, reading materials, reading and writing, and the alphabet are discussed in the section on teaching reading. Additionally, the booklet offers guidelines for helping the school-age reader, including discussions of reading as performance, fill-the-gap exercises, reading to readers, further games and activities, and choosing books. What parents should do if they recognize that their child is experiencing difficulties reading is also briefly discussed. A reading checklist for parents as well as suggestions for further reading complete the booklet. (Author/RH)

ED 212 370 PS 012 634

Families at Work: Strengths and Strains. The General Mills American Family Report 1980-81.
General Mills, Inc., Minneapolis, Minn.; Harris (Louis) and Associates, Inc., New York, N.Y.
Pub Date-81
Note-86p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adolescents, Career Choice, Child Rearing, *Employed Parents, *Employed Women, Employer Attitudes, *Family Attitudes, *Family Life, Family Relationship, Feminism, Fringe Benefits, Home Management, Interviews, National Surveys, Parent Attitudes, Parent Responsibility, Parents, *Quality of Life, Spouses, Union Members, *Work Attitudes, Work Environment

Fourth in a series of studies on the American family conducted for General Mills Corporation, this publication provides findings from a survey exploring the relationship between work and the family in contemporary society. Specifically, the survey explores how changes in the work force, especially the increase in numbers of working wives and mothers, influence the outlook and activities of families. Conversely, the survey looks at how changes in the family structure shape the needs and expectations of today's workers. The survey is based on telephone interviews, conducted between November and December, 1980, with six different groups: 1503 adults (ages 18 and over) from a national cross-section of American families; 235 teenagers (ages 13-18); 104 human resource executives from the Fortune 1300 companies; 56 labor leaders; 49 family traditionalists (active in the pro-family'' movement); and 52 feminists (active in key women's rights organizations). Results are discussed in terms of the following topics: the benefits and strains of work on family life; the effect of working on child care; setting priorities about family and careers; balancing the demands of work and family; the job of home-making and how it compares with other work; benefits and work policies perceived to be helpful to the family; and the attitudes of teenagers toward work and the family. Demographic profiles of the national cross-section of the adult family members, as well as a detailed description of the study methodology are appended. (Author/MP)

ED 212 444 RC 013 179

Houser, Shonna Sue

A Checklist of Novels Dealing with the Southern Appalachian Area for Grades 5-12.

Berea Coll., Ky.
Pub Date-Jul 80
Note-41p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescent Literature, American Indians, Blacks, *Cultural Background, Industry, Intermediate Grades, *Library Collections, *Novels, Reading Materials, Revolution, *Rural Areas, Secondary Education
Identifiers-*Appalachia (South), Heroes

Designed to help librarians identify Appalachian novels in an existing school library collection (grades 5-12), the 291 books included in this checklist have been chosen from 7 commonly available bibliographic tools, were published between 1902 and 1979, and contain subject matter dealing with the area of southern Appalachia which encompasses parts of Alabama, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. Numbered and arranged alphabetically by author, the entries provide title, publisher, date of publication, coded bibliographic source, and, in most cases, a brief annotation. An index cross-references the numbered author entries under the following subjects: Alabama (1 entry), American Revolution (20), Blacks (13), Daniel and Rebecca Boone (7), Civil War and Reconstruction (28), Davey Crockett (1), Georgia (6), Indians (12), industry (19), Andrew Jackson (1), Stonewall Jackson (1), Andrew Johnson (1), Kentucky (45), Abraham Lincoln (1), moonshine (2), North Carolina (47), John Sevier (2), South Carolina (3), teachers and education (13), Tennessee (32), Tennessee Valley Authority (5), Virginia (11), and West Virginia (13). (NEC)

ED 212 507 SO 013 711

Vavrus, Linda Gire Cadieux, Ron

Women in Development: A Selected Annotated Bibliography and Resource Guide. Annotated Bibliography Michigan State Univ., East Lansing. Non-Formal Education Information Center.

Spons Agency-Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.

Pub Date-80

Note-69p.; Not available from EDRS in paper copy due to small print type throughout original document.

Available from-Michigan State University, Institute for International Studies in Education, Non-Formal Education Information Center, 237

Erickson Hall, East Lansing, MI 48824 (free).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agriculture, Annotated Bibliographies, *Career Development, *Developing Nations, Education, Employed Women, Family Life, *Females, *Feminism, Food, Health, Individual Development, Nontraditional Occupations, Organizations (Groups), Professional Training, Sex Discrimination, Sex Role

Identifiers-Africa, Asia, Europe, Latin America, Middle East, *Women in Development Programs

This annotated bibliography on the subject of women in development is compiled from the resource collection of the Non-Formal Education Information Center of Michigan State University. Planned development efforts are beginning to reflect a greater appreciation of nontraditional, as well as traditional, role options for women. Moreover, constraints imposed by political, social, economic, and cultural traditions are being more realistically acknowledged as affecting the attitudes toward women's roles held by both men and women. The frustrating reality faced by many planners is that, despite costly programs designed to enhance the involvement of women in national development efforts, attitudes and values must be enlightened before there will be major changes in the global status and treatment of women. The materials listed in this bibliography were chosen because they represent efforts to treat realistically the myriad issues embedded in these topics dealing with women in development. The bibliography is organized according to the following classification scheme: (1) references dealing with the topical areas of general development, agriculture and food production, education, employment and work, family, nutrition, and health; (2) references dealing with the regional areas of Africa and the Middle East, Asia and the Pacific, and Latin America and the Caribbean; (3) journals and periodicals; (4) bibliographies; (5) international organizations and organizations from Africa and the Middle East, Asia and the Pacific, Europe and North America, and Latin America and the Caribbean; and (6) recent acquisitions. (Author/RM)

Neuschel, Robert P. And Others
Linking Education to the Economy.
Pub Date-Aug 81
Note-25p.
Available from-Not available separately; see SP 019 598.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Basic Skills, Career Awareness, Curriculum Development, Developing Nations, *Economic Development, Educational Objectives, *Education Work Relationship, Equal Education, *Foreign Countries, *Labor Force Development, Labor Needs, Relevance (Education), *Vocational Education
Identifiers-Czechoslovakia, Nigeria, Uganda

The papers in this section of the proceedings of the 1981 World Assembly of the International Council on Education for Teaching concern educational reforms and how they can address national economic needs. An introductory article by Robert P. Neuschel, Linking Education to the Economy: An Introductory Statement,'' discusses the relationship that

should exist between educational systems and the business world. The first paper, Education and the World of Work,'' by Aliu Babs Fafunwa, of Nigeria, cites case studies of human resource development in developing nations and offers a reorganized curriculum to introduce elementary school children to the world of work. The second paper, entitled Education for Employment in Uganda,'' by John Bigala, outlines the changes in the Ugandan education system since its collapse from 1971 to 1979. The final paper, Linking Eductaion to Community Development and Employment in Czechoslovakia,'' by Svatopluk Petracek, describes the structure and philosophy of the Czechoslovak educational system, which has emphasized access to education. (FG)

ED 212 619 SP 019 658

Dickens, William I. Corbin, Warren S.

An Exchange Semester: An Experiment in College-School Collaboration.

Pub Date- 81

Note-9p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College School Cooperation, Faculty Development, Field Experience Programs, Higher Education, High Schools, Inservice Teacher Education, Physical Education, School Districts, Schools of Education, *Secondary School Teachers, Teacher Attitudes, *Teacher Educators, *Teacher Exchange Programs, Teacher Improvement, *Teacher Role, *Teaching Experience

Identifiers-Northern Kentucky University

A faculty exchange program was initiated between a university and a school district in an attempt to bridge the perceived gap between the role of the teacher educator and that of the classroom practitioner. For one semester, a physical education faculty member at Northern Kentucky University exchanged his fulltime teaching duties with those of a physical education teacher at a local high school. Administrative arrangements for the exchange involved discussions and formal agreement between the university's education department and the local board of education on such matters as pay, fringe benefits, certification, teaching schedules, and nonteaching duties. A detailed proposal was circulated among the university and school system faculty, and a screening process to assess candidates was established. Once selected, the two exchange participants met several times before the beginning of the semester to share resources and ideas. Certain restrictions on duties and responsibilities were recognized because of the temporary nature of the exchange. The exchange resulted in valuable suggestions for the university's preservice field experience program, and both participants felt they had benefited both personally and professionally from the experience. A second exchange is being planned. (FG)

ED 212 741 UD 022 100

Mitchell, Maxine R., Comp. And Others
Impact of Technology in Society. Our Human Ties. Monograph Los Angeles Unified School District, Calif.
Pub Date-May 77
Note-127p.; Not available in paper copy due to institution's restrictions; for other documents in this series, see UD 022 094-099.
Available from-Los Angeles Unified School District, Instructional Publication Unit, 450 North Grand Avenue, Room G-390, Los Angeles, CA 90012 ($14.00 per set plus 6 percent sales tax).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Economic Change, *Economic Opportunities, Elementary Secondary Education, Employment Practices, Food Standards, Health Services, Instructional Materials, Labor Market, Lesson Plans, *Mass Media, *Medical Services, *Multicultural Education, Outcomes of Education, *Social Sciences, *Technological Advancement, *Technology
Identifiers-*Los Angeles Unified School District CA

This teaching guide, developed by the Los Angeles (California) Unified School District, supports the concept that the benefits of technology should be available to all Americans regardless of ethnic background or sex. The instructional activities described here are designed to reflect the positive changes and to increase student awareness of the problems of technological innovations in food science, medicine, labor and employment practices, health and medical services, and mass communications. Student worksheets and answer keys are included together with a format for developing additional lesson plans, a glossary, and bibliography. (JCD)

ED 212 408 RC 013 140

van Oudenhoven, Nico

Play, Development Education and Games. Development Education Paper No. 16.

United Nations Children's Fund, New York, N.Y.
Pub Date-80
Note-12p.; For related documents, see RC 013 135-144.
Available from-UNICEF, 866 UN Plaza, New York, NY 10706.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change, *Change Strategies, Childrens Games, *Cultural Awareness, Developed Nations, Developing Nations, Economic Development, *Educational Games, Global Approach, Intermediate Grades, International Education, *Learning Activities, Rural Development, *World Problems
Identifiers-*Development Education

Because a pro-social disposition towards others, the willingness to review one's own situation, or an interest in global issues are the sort of attitudes still open to growth and enrichment in children, development education is being directed at 9- to 12-year olds. These youngsters are still young enough to be open-minded yet are sufficiently mature to process relatively complex information. Experience with teaching aids indicates development education materials should give a positive image of developing nations, help children identify themselves with other children and their living conditions, and provide opportunities for action. Development education is not a subject that can be taught in isolation; it is more a way of life or perspective that pervades the school. Issues such as rights of the child, hunger, interdependence, cultural diversity, appropriate technology, infant feeding, energy, and world trade can be readily incorporated into games, simulation activities, and role play. Working with minority groups, handicapped persons, or elderly or disadvantaged people can increase the relevance of development education, clarifying the problems of developing nations as more universal. These educational approaches should be welcomed by game designers and users, because the introduction of community and Third World aspects may strengthen the reality value of games. (NEC)

ED 212 486 SE 036 233

Suydam, Marilyn N., Ed.

Investigations with Calculators: Abstracts and Critical Analyses of Research. Supplement 3.

Ohio State Univ., Columbus. Calculator Information Center.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Feb 82
Contract-400-80-0007
Note-52p.; For related documents, see ED 170 134, ED 171 585, and ED 199 086.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Abstracts, Academic Achievement, *Calculators, Educational Research, Educational Technology, Elementary Secondary Education, Information Dissemination, *Mathematics Achievement, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Teaching Methods
Identifiers-*Mathematics Education Research

Presented is a supplement to three previous collections of expanded abstracts of research with calculators. Twelve reports are abstracted to add to the information on the effects of calculators on achievement and learning. The critical commentary prepared by each abstractor pinpoints particular strengths and weaknesses of each study. (MP)

The Michigan Essential Skills.

Michigan State Dept. of Education, Lansing.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-May 79
Note-18p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art Education, *Basic Skills, Career Education, Communication Skills, *Curriculum Development, Elementary Education, Health Education, Junior High Schools, Listening Skills, Mathematics Education, Music Education, Physical Education, Reading Skills, Science Education, Skill Development, Social Studies, Speech Skills, Writing Skills

This publication lists skill expectations in ten curriculum areas for grades 1-9. Although intended to be used by educators in Michigan, the skill list can be used or adapted by educators in other states. The ten curriculum areas are: communication skills (reading, writing, speaking, and listening); health education; mathematics; music; physical education; science; social studies; visual arts; personal, interpersonal, and social understandings; and career development. Provided for each curriculum area are a brief description of general goals, the skill expectation, specific examples of the skills to be learned, and components. For example, the purpose of social studies is to help young people acquire and use knowledge, skills, and values through the study of the various social science disciplines. The ultimate goal of the social studies is that students become effective citizens. The skill expectation for the social studies is to help students acquire the knowledge of the principles, methods, and general content of social studies and their application. Examples of skills to be learned include evaluating the reliability and authenticity of the sources of information, identifying a variety of resources to gather information, and identifying how rules and laws contribute to the well-being of individuals and societies in general. Comoonents listed for the social studies area include formulating and justifying concepts, making and testing generalizations, gathering and analyzing information from a variety of sources, and participating in group discussions and in group activities. (Author/RM)

ED 212 638 SP 019 719

Chrietzberg, Agnes And Others
Teacher Behavior. Physical Educators for Equity. Module 6.
Eastern Kentucky Univ., Richmond. Dept. of Physical Education.; Education Development Center, Inc., Newton, Mass. Women's Educational Equity Act Dissemination Center.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, D.C.
Pub Date-81
Note-30p.; For related documents, see SP 019 713-720.
Available from-WEEA Publishing Center, Educational Development Center, 55 Chapel Street, Newton, MA 02160 (Set of 7 modules: $8.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Body Language, Classroom Techniques, Independent Study, *Language Usage, Nondiscriminatory Education, *Physical Education, *Role Models, Secondary Education, *Sex Bias, *Sex Fairness, Sex Role, Socialization, *Teacher Behavior, Teacher Education, Teacher Effectiveness

In this module, the behavior of secondary school physical education teachers is examined in three areas: modeling, language, and class management and instruction. The objective of the module is to enable teachers to identify behaviors which perpetuate sex-role stereotyping and to select and use language which is not sex biased. Exercises accompany discussions on male and female teachers' behavior and how it serves as a role model for students. Criteria for selecting unbiased audiovisual resources that may provide good models for students are presented. Guidelines are provided for using unbiased language with examples given of sexist language and possible alternatives. Suggestions are offered for bias-free teacher behaviors in class management and instruction. (JD)

ED 212 700 UD 021 861

Urban Education in the 80s: The Never Ending Challenge.
National Association of Secondary School Principals, Reston, Va.
Report No.-ISBN-0-88210-108-0
Pub Date-80
Note-117p.
Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.
Pub Type- Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role, Desegregation Plans, Educational Finance, Educational Improvement, Elementary Secondary Education, Government Role, Program Effectiveness, *School Community Relationship, *School Policy, *Urban Education
Identifiers-Philadelphia School District PA

Contemporary problems in urban education are explored in this collection of papers. The leading article discusses the implications of urban decay and demographic change for school finance and educational accountability. The second paper stresses the need for a basic skills curriculum, well-trained teachers, and the inclusion of parents in curriculum decision making and planning. Subsequent articles focus on the objectives of school improvement programs; government responsibility in urban school reform; the "crisis of confidence" in urban schools; school public relations policies; the importance of community support in improving urban schools; the responsibilities of office and support staff; strategies for motivating students in urban schools; and the effects of negative school environments on urban youth. Other topics discussed include the leadership role of the urban school principal, the political responsibilities of school administrators, and a voluntary desegregation plan for the Philadelphia, Pennsylvania public schools. Contributing authors include Scott D. Thomson, Santee Ruffin, Bernard C. Watson, Bernard G. Kelner, Ronald H. Lewis, Mark R. Shedd, Thomas J. Burns, Vincent E. Reed, Larry Ascough, John C. Fareira, Robert L. Schain, Sydney Weiss, Andrew Robinson, Emeral A. Crosby, Robert W. Evans, James E. Hagerty, Barbara J. Love, Byrd L. Jones, Atron A. Gentry, Frank B. Pesci, Sr., and Richard D. Hanusey. (GC)

ED 212 217 HE 014 702

Lynd, Albert Powell, Randall R.

Measurement of Quality in Off-Campus Credit Programs: A Non-Intrusive Approach by a State Agency.

Pub Date-Oct 81
Note-27p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Standards, College Administration, College Faculty, *Credit Courses, Educational Facilities, Educational Policy, *Educational Quality, Educational Resources, *Extension Education, Graduate Study, Guidelines, Higher Education, Institutional Research, *Off Campus Facilities, Private Colleges, Self Evaluation (Groups), *State Boards of Education, State Colleges, State Standards, Undergraduate Study
Identifiers-*Missouri

Guidelines adopted by the Missouri Coordinating Board for Higher Education for institutions offering undergraduate and graduate courses at off-campus locations are presented. The following areas are addressed: determination of courses to be offered, standards of credit courses offered at off-campus locations, faculty, administrative organization and academic policy, resources and facilities, student services, and credit for prior learning awarded by examination or by nontraditional assessment methods. The guidelines are recommended for all higher education institutions in Missouri. The most important element in the guidelines is the belief that off-campus activities should evolve from the on-campus programmatic strengths and academic expertise of the institution. Equally important is the conviction that there should not be a double standard to any aspect of the educational activity of an institution. In early 1980, the representatives to Missouri's three Regional Coordinating Councils agreed that all institutions should conduct self-studies regarding off-campus courses. In responding to the standards contained in the guidelines, institutions were asked to identify strengths and weaknesses of their off-campus offerings. In addition, a survey of off-campus offerings was conducted by the Missouri Department of Higher Education to provide institutions with information to aid in long-range planning, and to ascertain where

ED 212 251 HE 014 820

Kaufman, Brian J.

Departmental Differences in Student Perceptions of 'Ideal' Teaching.

Pub Date-26 Mar 81

Note-10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, March 26, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Rating, Art, Business, *College Faculty, Comparative Analysis, Competence, Computer Science, *Departments, French, Grading, Higher Education, *Intellectual Disciplines, Knowledge Level, *Majors (Students), Psychology, Rating Scales, Sociology, Student Attitudes, *Student Evaluation of Teacher Performance, *Teacher Effectiveness, Undergraduate Students

Departmental differences in student perceptions of teaching effectiveness were measured using behaviorally anchored rating scales (BARS). The 495 college students were taking junior and senior level courses in art, business, computer science, French, psychology, and sociology. Each subject completed either the BARS or a simple summated scale, both of which contained the same dimensions, and students were asked to give ratings for the teacher that they would consider ideal for the course. Art majors rated the ideal teacher lower on fairness than did psychology or computer science majors. Art students differed most from psychology students on the grading accuracy dimension. On the dimension of knowledge and preparation, sociology majors rated the ideal teacher much lower than did computer science majors. The group differences appear to have some practical value for aiding in the interpretation of student evaluations of teaching. The subjective nature of fine arts would lead art majors to be suspect of attempts by teachers to grade them accurately and without bias. On the other hand, psychology deals so extensively with topics of testing and bias, and since psychology and computer science are involved with statistical methods, students in those areas would be likely to expect more accurate and fair grading practices from their teachers. Since the field of sociology is so broad, sociology students may not expect the teacher to have a very thorough knowledge of any particular topics in that area. However, computer science students may wish the teacher to be well prepared to answer specific questions related to study assignments. The problem of comparing instructors across departments, and implications for tenure decisions are noted. (SW)

ED 212 273   IR 009 980

Library Service to the Disabled.
New York State Library, Albany.
Pub Date-81
Note-74p.
Journal Cit-Bookmark; v40 n1 Fall 1981
Pub Type- Opinion Papers (120) - Collected Works - Serials (022) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accessibility (for Disabled), *Hearing Impairments, *Information Sources, *Libraries, Library Education, Library Planning, *Library Services, Nonprint Media, *Physical Disabilities, Program Descriptions, Programing (Broadcast), Publications, *Visual Impairments
Identifiers-American Library Association, *New York Public Library, New York State Library

In recognition of 1981 as the Year of Disabled Persons, 10 out of the 13 essays in this issue deal specifically with library service to the disabled; the remaining three discuss the Public Library Association (PLA) Planning Process, the New York State Research Library Resources Access Project, and New York State public library construction needs. Papers on library service to the disabled discuss (1) sources to aid libraries in developing programs for the disabled, (2) university library services for disabled persons, (3) the Radio Reading Service pioneered by the Chautauqua-Cattaraugus Library System, (4) the problems of hearing impaired students in college libraries, (5) services and equipment to improve library service to the hearing impaired, and (6) library programs to serve the visually impaired. Interspersed with the articles are notices on publications, the majority of which relate to disabled persons. National organizations and centers of information are identified in one essay. A total of 35 references contained in six essays and three bibliographies are provided. (RBF)

ED 212 445 RC 013 180

Quint, Laurie
Folk Dances of the Southern Mountains: A Beginner's Collection.
Berea Coll., Ky.
Pub Date-79
Note-26p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cultural Activities, Cultural Awareness, *Dance, Definitions, Elementary Secondary Education, *Enrichment Activities, *Folk Culture, Instructional Materials, Learning Activities, Movement Education, *Rural Areas
Identifiers-*Appalachia (South), *Folk Music

Step-by-step instructions and diagrams for 11 traditional folk dances of the southern Appalachian mountain region appropriate for beginners are provided. The dances are grouped into five broad categories: (1) openers, which use a leader to pick up participants as the dance progresses; (2) mixers (Oh, Susannah, Texas Schottische, Gary Gordon's Mixer, Circle Waltz Mixer, and Irish Washerwoman Mixer) in which partners are acquired through exchange or progression; (3) contra dances (Stoke Golding Country Dance, Virginia Reel, and Comical Fellow) performed by couples face to face, line facing line; (4) quadrilles (Ninepins Quadrille) or square dance coming from the highly polished dances of the 18th and 19th century French court; and (5) big set, an adaptation of English, Irish, and Scottish square dances which can include any number of couples divisible by four. A brief history of American folk dancing, a glossary of terms used in the instruction, suggestions for appropriate music and the role of the caller, a 5-item bibliography of folk dance instruction books, and a list of 11 record sources are included. (NEC)

ED 212 465 SE 036 042

Wright, Donald E. Miller, Loretta Diane

Math Anxiety: A Research Report.

Pub Date-Nov 81
Note-97p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (10th, Lexington, KY, November, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Freshmen, College Mathematics, Educational Research, *Elementary School Teachers, Elementary Secondary Education, Higher Education, *Mathematics Anxiety, *Mathematics Education, Mathematics Instruction, *Middle Schools, Models, Student Attitudes, Undergraduate Study
Identifiers-*Mathematics Education Research

Presented are the following reports: (1) Math Anxiety: Real and Complex; (2) Math Anxiety and Middle School Students; (3) Math Anxiety and College Freshmen; (4) Math Anxiety and Elementary Teachers; and (5) Math Anxiety: Conclusions, Discussions, and Remedies. The studies attempt to answer questions regarding mathematics anxiety: (1) what is it, (2) who has it, (3) why do people have it, and (4) what can be done to prevent or cure this anxiety? Anxiety was measured by a standardized rating scale and information on related variables was determined by a standardized test and an investigator-developed questionnaire. Findings are presented separately for each study. Among the conclusions are: (1) group membership has little impact on a person's anxiety unless the group membership reflects actual mathematics performance or an attitude towards mathematics; (2) persons with high anxiety perceive their mathematics skills as less than their other academic skills and generally will not like mathematics or enjoy teaching it; (3) motivation and successful experiences have high degrees of association with mathematics anxiety and great impact on successful completion of mathematics tasks; and (4) performance of a task and teaching of a skill are not necessarily equivalent in creating anxiety for a particular individual. A model of a mathematics anxiety reduction seminar is included. (MP)

ED 212 543 SO 013 868

Brufke, Edward F.

Beneath the Golden Arches: The McDonald's Corporation Business History and Economic Life Program, Inc., Boston, Mass.

Report No.-ISBN-0-938084-02-X

Pub Date-80

Note-28p.; For related documents, see ED 133 280 and SO 013 864-869.

Available from-Business History and Economic Life Program, Inc., 1 Lake Hall, Northeastern University, Boston, MA 02115 ($1.50, class set of 30 for $36.00).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Advertising, *Business Education, Case Studies, *Decision Making, Economic Factors, *Economics Education, Marketing, Problem Solving, Resource Materials, Secondary Education, *Social Studies, Teacher Developed Materials

Identifiers-*McDonalds

This teacher developed case study which surveys the meteoric rise of the McDonald's Corporation and that of its chief promoter, Ray Kroc, is intended to help secondary students develop an understanding of economics and of the decision-making process. A teacher's guide containing questions for discussion and suggestions for class activities is included. Students study a model corporation exclusively concentrating on a fast food operation and its development from a single company-owned store to a large predominantly franchised service operation. In the case study Kroc's motivation, salesmanship, and business acumen are traced. His interest in the fast food business and his eventual acquisition of the name, plant, and business operation of the McDonald brothers is discussed. The case surveys the early years of the Corporation, the growth years, management, marketing and advertising, job training, and social response. Through the case study students develop a working knowledge of the concepts of advertising, decentralization, expansion, management, franchise, market research, incorporation, personnel training, quality control, and mass production. (Author/RM)

ED 212 562 SP 019 408

Byrd, David

A Summary of Teachers', Administrators', and Professors' Perceptions of the Need for Teacher Inservice Education.

Pub Date- 77
Note-29p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Attitudes, Classroom Environment, Classroom Techniques, Delivery Systems, *Inservice Teacher Education, *Needs Assessment, Student Evaluation, *Teacher Attitudes, *Teacher Educators, Teacher Effectiveness, Teaching Methods, Teaching Skills

For the purposes of this study, a research instrument, Teacher Inservice Professional Skills Survey, was developed and used to assess the perceptions of each educational interest group: teachers, administrators, and teacher educators. The survey consisted of topics dealing with teacher skills and knowledge that led to effective instruction. Respondents were asked to react on a Likert-type scale to a number of statements concerning teacher professional skills. Responses were coded as to how great a need there is for inservice education in this skill or knowledge for practicing public school teachers. The areas of need were identified as: planning, diagnosis, instruction, classroom climate, evaluation, and classroom control. All six areas were perceived as needed in teacher inservice education by the three interest groups. A predominant pattern of the survey results was that respondent groups agreed as to which items were of most need but differed as to the magnitude of need for each item. The results point out the need for teacher inservice eduction based on systematic models of instruction that reflect perceptions of need. Similarities in perception pointed to in this study should aid the collaborative process, enabling constituency groups to work toward common goals. A discussion is given of the crucial factors in programming and governance of inservice programs. Responses of the three groups to the survey are displayed in tabular form. (JD)

ED 212 580 SP 019 551

Youth Advocacy Training Resource. Volume I. User's Guide.
Evaluation Technologies, Inc., Arlington, Va.
Spons Agency-Department of Education, Washington, D.C. Teacher Corps.
Pub Date- 79
Contract-300-79-0529
Note-39p.; For related documents, see SP 019 552-554.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Advocacy, *Delinquency, Group Instruction, *Inservice Teacher Education, Leadership Responsibility, Resource Units, Secondary Education, Staff Development, *Youth
Identifiers-*Teacher Corps, *Youth Advocacy Project

This guidebook presents an overview of the Youth Advocacy Training Resource materials developed by the Teacher Corps to provide flexible training materials to assist Teacher Corps grantees to serve troubled youth. The primary target population for these materials are those Teacher Corps educational personnel who are concerned with the education of troubled youth in conventional, residential, and/or alternative secondary school settings. The first section contains an introduction to the materials, the background and purpose of their development, the contents of the other three volumes of training resource handbooks, identification of areas in which the resources will be helpful, and a description of the design of the materials. The second section deals with strategies for using the resource materials and training techniques for Teacher Corps leaders who will be presiding over Teacher Corps study groups. The final section provides general introductory information for readers who may not be familiar with the history and structure of the Teacher Corps Youth Advocacy Project. The legislative mandate is described and an introduction to the experience of participating in a Youth Advocacy Project is presented. A glossary of frequently used terms

ED 212 600 SP 019 601

Lourie, Sylvain

Redirecting Educational Priorities.

Pub Date-Aug 81

Note-9p.

Available from-Not available separately; see SP 019 598.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Basic Skills, *Developing Nations, *Educational Change, *Educationally Disadvantaged, Educational Objectives, Educational Policy, *Equal Education, Foreign Countries, *Illiteracy

Few nations can claim that education is not a source of conflict. Although education alone cannot overcome all social evils, two problems can be attacked through a redirection of educational policies. The problems of illiteracy and of providing a basic education to all are the objectives of the United Nations Educational, Scientific, and Cultural Organization. Illiteracy should be combated by new budgetary priorities, effective use of volunteers, increased involvement of family members, and emphasis on primary education. The right to a basic or general education involves removing material obstacles and revising the structure and content of educational priorities. The process of educational reform should be defined by all participants in its implementation. If the range or scope of the reform is so broad that it creates resistance, the plan is self-defeating. Reform should be consistent with existing structures as much as possible and should be designed to fit in with and further the goals of today's rapidly evolving and complex societies. (FG)

ED 212 658 TM 820 052

Baker, Eva L.

Recommendations for Training of Teachers, Parents, and Other Constituencies in the Use of Tests. Studies in Measurement & Methodology, Work Unit 1: Design and Use of Tests.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Grant-OB-NIE-G-78-0213
Note-21p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, Educational Improvement, Elementary Secondary Education, Examiners, *Teacher Education, *Testing, *Training

The general topic of training needs related to achievement testing is addressed. Questions are raised about training as a means for educational improvement; needs specific to the achievement testing area are discussed; and a specific list of questions to be considered in planning training efforts is presented. It is concluded that using a thematic orientation, perhaps of communication, instruction and testing practices might be reworked so that what happens to students in classrooms occurs as a natural process rather than a series of abrupt and disjoint enterprises. Similarly, it is recommended that training audiences be integrated, so that all participants can understand the roles of one another and can formulate reasonable expectations for team performance. Such integrating of practices would mitigate against isolated workshop'' type experiences for insular audiences. The challenge is to develop or to share already existing successful training tactics, and to fuse them into a sensible and continuing program for improving the effectiveness of schools. (Author/GK).

ED 212 680 TM 820 137

Juel, Connie Roper/Schneider, Diane

A Process and Outcome Evaluation of an Affective In-Service Training Program for Junior High School Teachers: Second Year Results.

Pacific Inst. for Research and Evaluation, Napa, Calif.
Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Pub Date-Sep 81
Note-46p.; For related documents, see TM 820 136-138.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Techniques, *Decoding (Reading), *Drug Abuse, Formative Evaluation, *Inservice Teacher Education, Junior High Schools, Phonics, *Prevention, *Program Evaluation, *Secondary School Teachers, Student Attitudes, Student Teacher Relationship
Identifiers-*Effective Classroom Management (Junior High)

Teachers were trained in either or both of two versions of Effective Classroom Management Junior High (ECM). In the second year of the study, teachers were taught techniques in discipline, communication, and self-esteem enhancement. The goals of the in-service training were to make teachers more responsive to students' affective and cognitive needs. The short-term goals of implementation were to foster positive student attitudes, behaviors and norms regarding self, peers, and school. These changes were expected eventually to lead to reduced acceptance and use of psychoactive substances. The present report evaluates the second year of ECM. The research design employed a nonequivalent control group with a pretest at the beginning of the first year of the study and a posttest at the end of the second year. The treatment group consisted of 8th and 9th grade students and teachers from a junior high school. Most of the teachers in this school participated in at least one year of ECM training. The control group consisted of 8th and 9th grade students and their teachers in another junior high school in the same school district. The predicted positive

ED 212 721 UD 022 074

McConahay, John B.

Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Volume III: A Proposed National Study of School Desegregation.

Vanderbilt Univ., Nashville, Tenn. Center for Education and Human Development Policy.
Spons Agency-National Inst. of Education (ED), Washington, D.C.; Office of Civil Rights (ED), Washington, D.C.
Pub Date-Apr 81
Contract-NIE-R-79-0034
Note-36p.; For other volumes of this Assessment Project see UD 021 862 and UD 022 073-080.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Tests, Attitude Measures, Case Studies, Community Attitudes, *Desegregation Effects, *Educational History, Elementary Secondary Education, *Evaluation Criteria, Interviews, Media Research, Parent Attitudes, Racial Attitudes, *Research Design, *Research Methodology, Research Proposals, Residential Patterns, *School Desegregation, Student Attitudes, Surveys, United States History, *Urban Schools

This volume offers a proposal for a national desegregation study which would involve coordinated case studies of twelve to fifteen cities in which there has been substantial systemwide desegregation for 5 to 10 or more years. The following are identified as the principal components of the study: (1) a natural history of school desegregation; (2) a study of housing patterns and markets; (3) a content analysis of media coverage of desegregation; (4) achievement and attitude testing of fifth and tenth grade students in selected schools; and (5) a public opinion survey of adults (parents and non-parents) residing in each city. Also identified are the theoretically and methodologically important evaluation criteria and external validity criteria used in the selection of cities. Each component is justified in a definition of its purpose, and a brief description of the method recommended for data gathering in each area is given. Persons or groups of persons for research of each component are suggested. A time schedule and estimated budget for the project is appended. (JCD)

Markey, Karen Cochrane, Pauline A.

Online Training and Practice Manual for ERIC Data Base Searchers. 2nd Edition.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Oct 81
Contract-400-77-0015
Note-181p.; For related document, see ED 160 109.
Available from-Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, NY 13210 ($8.50).
Pub Type- Guides - Classroom - Learner (051) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Databases, Independent Study, *Information Retrieval, Library Education, Models, *Online Systems, *Relevance (Information Retrieval), *Search Strategies, Study Guides
Identifiers-DIALOG, *ERIC

Revised to reflect changes in both DIALOG and ERIC, this second edition of a self-improvement manual for online searchers who wish to refine their skills presents three basic approaches to searching and provides illustrations from DIALOG's ERIC ONTAP database. The manual is divided into two parts: an 8-step model of the total search process

ED 212 332 JC 820 038

Adams, Frank G.

A Personnel Model: Hiring, Developing and Promoting Community College Employees.

Pub Date- 81
Note-15p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affirmative Action, *Community Colleges, Models, Occupational Mobility, Organizational Change, *Personnel, Personnel Management, *Promotion (Occupational), Recruitment, *Staff Development, Two Year Colleges

The high priority placed on staff development by business and industry has not been shared by the community college which has tended to seek talents outside the institution rather than to develop those within. Community college staff development programs are usually designed to improve job performance rather than to enhance employee growth and flexibility. Drawing upon business/industry models for personnel development might help community colleges to meet employees' professional goals within the institution. The three components of an industrial model (hiring, developing, promoting) are present within most community colleges. Hiring refers to the recruitment, screening, selection, and initial classification of employees. Developing refers to a three-dimensional process including orientation, understanding institutional goals, and preparing to meet them. Promoting involves increasing the variety of on-the-job experiences employees might have to equip them to move easily to other positions in the institution. This model assumes an affirmative action plan, also patterned after industry (i.e. establishing position requirements, recruiting through personnel contacts, allowing time for recruitment, and establishing strong review procedures). A simplified version of the model (i.e. employment,

Living with a Handicap. Australian Early Childhood Resource Booklets, No. 3, 1981.

Australian Early Childhood Association, Inc., Watson.
Report No.-ISBN-0-909860-35-1
Pub Date-81
Note-20p.
Available from-Australian Early Childhood Association, Inc., Knox Street, Watson, A.C.T. 2602, Australia ($2.00).
Pub Type- Guides - Non-Classroom (055) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Autobiographies, *Coping, *Disabilities, *Exceptional Persons, *Experience, Foreign Countries, Guidelines, Mainstreaming, Parents
Identifiers-*Australia

Autobiographical sketches of four Australians living with physical handicaps are presented in this Australian early childhood resource booklet. Life experiences in school and out are reported by a blind man, a young woman who was brain damaged due to injuries in an automobile accident, a mother of a child with spina bifida, and a Doctor of Philosophy in pure mathematics who was born with cerebral palsy. The stories are told in the hope that reading them will provide greater insight concerning how the handicapped can better be helped and in the hope that they educe added respect for the endeavors of the disabled. (Author/RH)

ED 212 371 PS 012 636

Sandoval, Jonathan Hughes, G. Penee
Success in Nonpromoted First Grade Children. Final Report.
California Univ., Davis. Dept. of Education.
Spons Agency-National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date-Jun 81
Grant-PHS-28765-02
Note-212p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Academic Achievement, Attendance, Classroom Environment, Cognitive Development, Comparative Analysis, Emotional Development, Family Characteristics, *Grade 1, *Grade Repetition, Longitudinal Studies, Parent Attitudes, *Predictor Variables, Primary Education, Social Development, *Success, Tables (Data), Teacher Attitudes

This research was designed to delineate the effects of the retention in grade process upon a child's academic, social, and emotional development. The primary purpose of the study was to identify characteristics of children who benefit from the retention process. The secondary purpose was to identify those factors from the retained year that contribute to success during that year. One-hundred-forty-six first grade children, identified by their teachers in the spring of 1979 as

ED 212 390 PS 012 660

Larsson, Yvonne

Recent Trends in the Education of Gifted Children in the United States of America, the United Kingdom and Australia. Unit for Child Studies Selected Papers Number 18.

Pub Date-Feb 81

Note-20p.; Paper is based on a seminar presented at the Unit for Child Studies Spring Saturday Seminars (Kensington, Australia, February 1981). For other papers in this series, see ED 204 029-037 and PS 012 652-659.

Available from-Unit for Child Studies, School of Education, University of New South Wales, P.O. Box 1, Kensington, NSW 2033, Australia ($2.00; payment should be made in Australian dollars).

Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acceleration, *Curriculum Enrichment, Educational Innovation, *Educational Practices, Educational Trends, Elementary Secondary Education, Foreign Countries, *Gifted, *Identification, Individual Characteristics, *Program Development, Special Education

Identifiers-Australia, United Kingdom

Characteristics of gifted children and identification procedures as well as educational provisions for gifted children in the United States, the United Kingdom, and Australia are discussed in this seminar paper. Ways to modify curricula and ways programs have been enriched for gifted students are pointed out. In the final section of the paper very recent developments in gifted education in the forementioned countries are summarized. (Author/RH)

ED 212 427 RC 013 162

Herbert, Tom

Experiential Learning: A Teacher's Perspective.

Pub Date-Mar 81
Note-25p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Environment, Decision Making, Demonstrations (Educational), Elementary Secondary Education, *Experiential Learning, Field Trips, *Learning Theories, Outcomes of Education, Outdoor Education, Risk, Student Educational Objectives, *Student Role, Summative Evaluation, *Teacher Role, *Teaching Methods, Visual Aids

Variables which affect the experiential style of learning are reality, risk, responsibility, predictability, and analysis or reflection. Learning retention is dependent on the amount of reality involved, the directness of the experience, and the number of senses involved. The learner must also experience uncertainty. In experiential learning, the learner must be committed to what is being undertaken, and should be involved in course content and presentation and in his or her own evaluation. The students decide what they have learned by thinking about what has taken place and their position within that process. Because of the student's involvement in decision making, the teacher's role of clarifier rather than leader, and the overall process versus product approach, specific educational outcomes are not always predictable. Therefore, the teacher must determine the possible outcomes of student choices and must be able to help students analyze what has taken place. Experiential learning can take place anywhere there are interested people. The teacher can create an adventure'' on extended field trips, on short field trips, or within the classroom. It is the teacher's job to find things that appear insignificant and to let students learn from them. (CM)

ED 212 487 SE 036 234

Panchyshyn, Robert Enright, Brian

An Investigation of Word Frequency in Mathematical Word Problems in Basal Mathematics Textbooks, Grades One Through Eight.

Western Kentucky Univ., Bowling Green.

Pub Date-Nov 81

Note-22p.; Paper presented at the Meeting of the Mid-South Educational Research Association (Lexington, KY, November 12, 1981). Contains broken type in references.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Research, Elementary Secondary Education, *Mathematical Vocabulary, *Mathematics Education, *Mathematics Instruction, *Problem Solving, *Textbook Research, Textbooks

Identifiers-*Mathematics Education Research, Word Counts, Word Familiarity, *Word Problems

This research project was initiated to examine the vocabulary load contained in word problems appearing in basal mathematics textbooks through a study of word frequency. Five leading basal mathematics series were used. Every word, phrase or sentence that resulted in computation was included. A total of 476,674 words were identified. Information with regard to the total number of words, the number of different words, and the extremely high percentage of words appearing one time per book is presented. (Author)

ED 212 620 SP 019 674

Ulrich, Celeste, Ed. And Others
Education in the 80's: Physical Education.
National Education Association, Washington, D.C.
Pub Date-82
Note-105p.
Available from-National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Paperback, $8.95, Stock No. 3159-8-00; hardcover, $12.95, Stock No. 3160-1-00).
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adjustment (to Environment), Athletics, Behavior Change, Behavior Patterns, Futures (of Society), Individual Development, Learning Processes, *Physical Education, *Physical Fitness, Play, Psychomotor Skills, *Self Concept, Self Esteem, Sex Bias, *Social Attitudes, Student Motivation, *Well Being

In this collection of essays, theories are presented on the present and future status of physical education instruction. The essay in the first chapter explores the idea that, to function or survive in a complex society, individuals must work to unify the mind and body. The second chapter emphasizes that physical education provides people with

ED 212 234 HE 014 735

Roesler, Jon S. Armstrong, Roberta A.

Correlates of Performance in the Dental Hygiene Program.

Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date-11 Nov 81
Note-22p.
Journal Cit-OSA Research Bulletin; v22 n5 Nov 11 1981
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Admission Criteria, *Allied Health Occupations Education, College Admission, *Dental Hygienists, Grade Point Average, Higher Education, Multiple Regression Analysis, *Performance Factors, *Predictor Variables, Standardized Tests, State Universities
Identifiers-Institutional Research, *University of Minnesota

The effectiveness of measures used in the admissions process to

ED 212 314 JC 810 627

Walleri, R. Dan

Three Year Follow-Up Study, 1977-1978. Opinions from 1977-78 Graduates and Former Full-Time Students.

Mount Hood Community Coll., Gresham, Oreg.

Spons Agency-Oregon State Dept. of Education, Salem.

Pub Date-Sep 81

Note-62p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Education, Community Colleges, Education Work Relationship, *Graduate Surveys, Majors (Students), Participant Satisfaction, Questionnaires, Salaries, *Self Evaluation (Groups), State Surveys, Student Educational Objectives, Tables (Data), Two Year Colleges, *Two Year College Students, *Vocational Education, Vocational Followup

A 1981 follow-up study of graduates and former full-time students from

ED 212 742 UD 022 101

Compact Guides to Information on Urban and Minority Education. Volume II.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Jan 82
Contract-400-77-0071
Note-9p.; For a related document, see UD 021 800.
Available from-ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (write for price).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Literature, Elementary Secondary Education, *Ethnic Stereotypes, Females, Minority Groups, Nonstandard Dialects, *Nontraditional Education, Racial Bias, *Sex Fairness, Sex Stereotypes, *Writing Instruction

This second volume of Compact Guides to Information on Urban and Minority Education includes three reports: a review of alternative schools, a report on teaching writing to dialectally different youths, and a bibliography on race and sex stereotyping in children's books. The first report discusses the characteristics, types and outcomes of alternative schools in a question and answer format. The nature of writing errors by nonstandard English speakers, problems of translation into standard English, and strategies for improvement of writing instruction are addressed in the second report. The bibliographic citations in the third report represent a wide range of topics on the problem of stereotyping as well as resources promoting balanced sex/race fairness in the treatment of images of minority groups and women. (JCD)

ED 212 743 UD 022 102

Vigilante, Richard P.

Computer Systems for Urban School Administrators: A Guide for Decision Making. ERIC/CUE Urban Diversity Series, Number 78.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Nov 81
Contract-400-77-0071
Note-38p.
Available from-ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role, Computer Assisted Instruction, Computer Programs, *Computers, Computer Science, Databases, Data Processing, *Decision Making, *Educational Administration, Elementary Secondary Education, Information Needs, *Information Systems, *Management Systems, Urban Schools

This monograph introduces educational administrators at a variety of levels to the basic concepts and procedures in the successful implementation of educational computer systems. In the first section, the units and functions of the computer are defined, and the administrative, research, and instructional applications of educational computing are examined. The concepts and processes of management information systems are discussed in the second section, which includes a comparative analysis of data file and data base systems. Also examined are the definition, design, development, and operation phases of systems implementation. The final section examines the nature and role of data control, data confidentiality, and data administration; the responsibilites of the data base administrator are looked at in the light of existing laws which deal with both privacy and access to information. It is suggested that the effectiveness of an information system cannot be determined in isolation from the functional activities that it was designed to serve, and a process-oriented system with a high degree of flexibility will, in the long run, be more cost-efficient and effective than a static, product-oriented system. (JCD)

Prewitt Diaz, Joseph O.
Cultural Adjustment and the Puerto Rican.
Pub Date- 80
Note-16p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Acculturation, Adjustment (to Environment), Ethnicity, Immigrants, *Language Role, Models, *Psychological Characteristics, *Puerto Ricans, Social Attitudes, Social Integration

This review of the literature on cultural adjustment is divided into four sections: the nature of cultural adjustment; acculturation as a model of cultural adjustment; psychological responses to acculturation; and a model of cultural adjustment developed by the author as a result of his immigration from Puerto Rico to the United States mainland. Language, cognitive style, identity, attitudes, and acculturation stress as experienced by Puerto Ricans are discussed. Also considered are the processes of adaptation, assimilation, integration, rejection and deculturation. The report suggests the need for more research to explain the process of cultural adjustment from a modern society to a less modern one. (JCD)

ED 212 745 UD 022 105

Stubbs, Judith E.

Emergency School Aid Act, 1980-81 Evaluation Report.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

Pub Date-Aug 81

Note-70p.; Not available in paper copy due to reproduction quality of original document; for related documents see ED 134 641, ED 141 459, ED 142 604, ED 155 273-274 and ED 186 537.

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Community Involvement, Educational Environment, Elementary Schools, Federal Programs, *Interpersonal Relationship, Junior High Schools, Parent Attitudes, *Parent Participation, Program Evaluation, *Racial Relations, School Community Relationship, *School Desegregation, Staff Development, Student Attitudes, *Student Behavior, Teacher Attitudes

Identifiers-Emergency School Aid Act 1972, *Nashville Metropolitan Public Schools TN

This is a report on the Positive Human Interaction Project (PHI) implemented under the Emergency School Aid Act in the Metropolitan Nashville (Tennessee) school system during 1980-81. The report describes the PHI centers set up in thirteen project schools to prevent resegregation in desegregated schools by encouraging interaction activities among children of different racial and socioeconomic backgrounds, improving student behavior, and enhancing student, faculty, parent, and community involvement in the program. Included in the report are statements of program objectives; descriptions of activities designed to accomplish objectives; and evaluation of the extent to which objectives were met in terms of teacher assessments and observations, parents' comments, and ratings of target students' progress on individual goals. Also described are the functions and roles of PHI resource specialists, community teachers, and staff teachers. (Author/MJL)

ED 212 746 UD 022 106

Reynolds, William Bradford

The Department of Justice Looks at EEO Enforcement.

Department of Justice, Washington, D.C.

Pub Date-22 Jan 82

Note-15p.; Paper presented at the Annual Personnel Conference of Executive Enterprises, Inc. (10th, Washington, DC, January 22, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affirmative Action, Civil Rights Legislation, Compliance (Legal), Court Litigation, Employment Practices, *Equal Opportunities (Jobs), *Federal Government, Law Enforcement, *Quotas, *Racial Discrimination

In this statement the Assistant Attorney General (Civil Rights Division) discusses the Reagan administration's plans for ensuring the enforcement of equal employment opportunities. Civil rights legislation and court litigation involving racial quotas and preferential treatment are discussed. While the author stresses the Justice Department's commitment to seeking affirmative remedies such as back pay, retroactive seniority, reinstatement, and hiring and promotional priorities, the use of quotas is said to be unjustified. Rather, the requirement of comprehensive employment recruitment techniques is said to be one way to ensure that employers follow nondiscriminatory, sex and race neutral employment practices. (Author/JCD)

ED 212 747 UD 022 107

Martinez, Jimmie And Others

US: A Cultural Mosaic Program. Groups: Alike and Different. A Social Studies Unit for Level 2 (Grades 2, 1-2, 1-2-3).

San Diego City Schools, Calif.
Pub Date-78
Note-246p.
Available from-San Diego Unified School District, 4100 Normal Street, San Diego, CA 92103 ($8.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Cultural Differences, Curriculum Guides, *Ethnicity, *Folk Culture, *Leaders, Lesson Plans, Multicultural Education, Primary Education, *Social Studies, Teaching Guides
Identifiers-*Holidays

This curriculum guide emphasizes a multicultural approach to the teaching of social studies in grades one through three. The guide is organized around three principal objectives. The first objective is for children to describe how cultural heritage is transmitted through the recognition of special days. Lesson plans presented under this objective focus on New Years celebrations, independence days, appreciation days'' (e.g., Mother's Day), Thanksgiving days, and religious holidays of various nations and ethnic/religious groups. The second objective is for children to describe how cultural heritage is transmitted through the recognition of national heroes and famous leaders. The lesson plans in this section provide biographical information on important historical and contemporary figures in the United States and around the world. The third objective is for children to describe how cultural heritage is transmitted through legends and folk tales. Lesson plans here center around the examination of nature myths, legendary heroes, stories with moral values, and stories of legendary little people.'' Appended to the guide are additional background information for teachers, and lists of media materials and producers of audiovisual materials. (GC)

ED 212 748 UD 022 108

Underwood, Robert A.

Bilingual Education in a Developing Pacific Area: Why? Asian Pacific American Education Occasional Papers.

National Association for Asian and Pacific American Education, Berkeley, Calif.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Grant-NIE-G-79-0063

Note-36p.; Not available in paper copy due to institution's restrictions.

Available from-National Association for Asian and Pacific American Education, 1414 Walnut Street, Room 9, Berkeley, CA 94709 (write for price).

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education, *Chamorro, *Cultural Awareness, Developing Nations, Educational Policy, Elementary Secondary Education, Ethnicity, *Language Role, *Nationalism, Political Attitudes, Political Influences, Social Change

Identifiers-*Guam, *Pacific Trust Territory (Mariana Islands)

This paper examines the relationship between politics, economic development, nationalism, and school language policy in the Marianas and Guam. Past and present developments in language policy and various rationales in support of bilingual education programs are reviewed. The author draws from Fishman's Language and Nationalism'' and Woodward and Inglehart's Language Conflicts and Political Community'' to support his arguments that (1) language difference does not promote nationalistic conflict in and of itself; and (2) while language is not a necessary component of nationalism, it does provide a link to ethnic and cultural authenticity. It is suggested that bilingual programs have been viewed as reconciling rising nationalism in the Marianas, concern over the loss of Chamorro ethnic and cultural identity, and pressures to learn English and assimilate into a dominant English speaking culture. The report concludes with the observation that in developed Pacific areas such as Guam, the use of language in schools is evaluated far less for its educational value than for its use in defining the essence of a society that is struggling for cultural survival. (JCD)

ED 212 749 UD 022 109

Gartner, Alan

Public Education. Task Forces on the 80s.

American Jewish Committee, New York, N.Y.
Spons Agency-Jacob Blaustein Inst. for the Advancement of Human Rights, New York, N.Y.
Pub Date-81
Note-36p.
Pub Type- Opinion Papers (120) - Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Education, Change Strategies, *Educational Change, *Educational Finance, *Educational Quality, Elementary Secondary Education, *Financial Policy, Government Role, *Jews, Parochial Schools, Resource Allocation

This report addresses current concerns in public education defined as being important to American Jews. Issues discussed include strategies for improving educational quality; the effects of funding disparities, tax credits and vouchers on public education; and the importance of integration and bilingual education in the public schools. Also reviewed are legal questions related to government funding of parochial schools, school prayer, censorship, and other church and State issues. The report concludes with policy recommendations and objectives for the improvement of public education. (JCD)

ED 212 750 UD 022 111

New Strategies for the Changing Times. National Urban League Annual Report, 1981.

National Urban League, Inc., New York, N.Y.
Pub Date-Dec 81
Note-44p.; Not available in paper copy due to institution's restrictions.
Available from-National Urban League, Inc., 500 East 62 Street, New York, NY 10021 (write for price).
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annual Reports, Career Development, Child Abuse, Conservation (Environment), *Economic Status, Employment Services, Energy Conservation, *Federal Programs, *Financial Policy, *Financial Support, *Fund Raising, Health Services, Law Enforcement, Operating Expenses, *Resource Allocation, Social Services
Identifiers-*Urban League

This annual report examines the problems and current economic status of various social, educational, and career development programs and services administered by the National Urban League. Also reported are the objectives, organization, and funding status of the Child Abuse Project, and the current state of health services, administration of justice, and environmental protection programs. The report concludes with a summary of how some of the affiliates in the National Urban League's four regions coped with diminishing financial resources, and a summary statement of public support, revenue, and expenses. A publications list is appended. (JCD)

ED 212 751 UD 022 121

Social Dimensions of Language Use in East Harlem. CENTRO Working Papers.
City Univ. of New York, N.Y. Centro de Estudios Puertorriguenos.
Spons Agency-Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Note-84p.; Study performed by Language Policy Task Force.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bilingualism, Cultural Influences, English, *Hispanic Americans, Language Attitudes, Language Dominance, Language Maintenance, *Language Patterns, Language Role, *Language Usage, Migration Patterns, Political Influences, *Puerto Ricans, *Social Influences, Spanish
Identifiers-New York (East Harlem)

Research in a Puerto Rican community in New York City was undertaken to explore the language climate in that community, which included the linguistic forms in use, their distribution and functions in daily life, community members' attitudes toward language, and the way in which language phenomena are influenced by various social factors. An ethnographic and sociolinguistic approach was used to investigate changes occuring in language as a result of English and Spanish influence and the phenomenon of linguistic convergence. It was concluded that linguistic transformations have occurred, but whether these can be described as assimilation or loss could not be ascertained. Results discredit the claim that Puerto Ricans are alingual'' or semilingual'' and suggest that Spanish and English are intact. Language choice is both Spanish and English, rather than one or the other. English, rather than being an indicator of assimilation, is seen as necessary for economic success but not antithetical to Puerto Rican culture. Proficiency in English is increasingly greater, but the community remains bilingual at this stage. The migration process tends to favor the maintenance and use of Spanish. These and other factors lead to competing tendencies within the bilingual nature of the community. (Author/MJL)

Abstract Reasoning
Levels of Organization and the Development of Social Knowledge. ED 211 894
Modeling Mathematical Cognitive Development. ED 212 478
Abstracts
Investigations with Calculators: Abstracts and Critical Analyses of Research. Supplement 3. ED 212 486
Resources in Education (RIE). Volume 17, Number 6. ED 211 660
Academic Ability
Academic Performance and Underlying Personality Predispositions of Provincial vs. Regional Graduate Students. ED 212 576
Highly Able Students Who Did Not Go To College. Contractor Report. ED 212 682
Academic Achievement
An Analysis of the Relationship between Language Attitudes and English Attainment of Secondary Students in Hong Kong. Occasional Paper No. 91. ED 212 129
Art and Young Americans, 1974-79: Results from the Second National Art Assessment. ED 212 538
Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Summary. Volume I: Strategies for Effective Desegregation: A Synthesis of Findings. ED 212 701
Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Volume IX: School Desegregation Strategies: A Comprehensive Bibliography. ED 212 727
Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Volume V. A Review of the Empirical Research on Desegregation: Community Response, Race Relations, Academic Achievement and Resegregation. ED 212 723
Basic Quality of Secondary Education in Rural Montana. Bulletin 685. ED 212 418
The Effectiveness of Consumer and Homemaking Education: A Review and Synthesis of Extant Data. ED 211 721
The Home Environment and Academic Achievement: There Is a Correlation. ED 212 421
The Influence of Teacher and Student Gender on Grading in the Basic Public Speaking and Interpersonal Communication Courses. ED 212 003
The Mexican American Child in Special Education. ED 212 437
Occupational Proficiency Training Program. Final Report, 1980-81. ED 211 823
The Outdoor Education Students in the Canadian University. ED 212 423
Parents Favor School Desegregation and Neighborhood Plan, But Reject Busing. ED 212 703
Relations Among Final Supervisor Skill Ratings of Student Teachers and Cognitive Attainment Values of Learners Taught by Student Teachers. ED 212 589
The Relationship between Cognitive Style and Three Types of Academic Achievement. ED 212 674
Student Responses to Classroom Instruction. ED 212 626
A Study of Two Types of Scheduling Arrangements for Grade 9 Students in Central High School of Commerce, 1980-1981. Research Service #160. ED 212 068
Success in Nonpromoted First Grade Children. Final Report. ED 212 371
Three Studies of General Educational Development (GED) Students 1971-1981. ED 211 696
Academic Aptitude
The Academic Qualifications of Women Choosing Education as a Major. ED 212 611
Academic Aspiration
Sex-Role Stereotyping and Its Effects. Physical Educators for Equity. Module 2. ED 212 634
Academic Education
Advisory Committees within Marshall University, 1981-82. ED 212 249
Preparation for College in the 1980s: The Basic Academic Competencies and the Basic Academic Curriculum. Project EQuality. ED 212 195
Project EQuality. ED 212 1[illegible]
Three Year Follow-Up Study, 1977-1978. Opinions from 1977-78 Graduates and Former Full-Time Students. ED 212 314
Academic Libraries
Library Access for the Handicapped. A Guide to Materials, Services and Physical Accessibility of Public and Academic Libraries in the New York Metropolitan Area. ED 212 284
Library Research in the Federal Republic of Germany. ED 212 272
Academic Persistence
A Discriminant Analysis of the Relationship between Selected Intellective and Nonintellective Variables and the Completion of College Majors at Western State College of Colorado in the General Fields of Business and Nonbusiness. ED 212 197
Study of Attrition of Chicana Students at the University of Southern Colorado. ED 212 396
Academic Probation
The Relationship between Participation in PWP-99, a Special Course for Probationary Students at Bronx Community College, and Academic Performance. ED 212 323
Academic Records
Assessment of the School Career and Health Record for Children Attending School Abroad, 2nd Part. Preliminary Report for the European Commission. ED 212 416
Evaluation of the School Career and Health Record for Children Attending School Abroad. National Experience in the Use of the School Career and Health Record, Part I. Preliminary Report for the Council of Europe. ED 212 415
Academic Standards
Getting into College. Options in Education Takes Listeners to the Core of the Issues. Program No. 307-308. ED 212 225
Search for Effective Schools. ED 212 689
Setting Standards for Assessing Experiential Learning. ED 212 665
Survey of Teacher Education Admission Requirements in Eleven Southern States, 1982. ED 212 615
Academically Gifted
International Baccalaureate. Options in Education Takes Listeners to the Core of the Issues. Program No. 305. ED 212 226
Acceleration
Recent Trends in the Education of Gifted Children in the United States of America, the United Kingdom and Australia. Unit for Child Studies Selected Papers Number 18. ED 212 390
Access to Education
Access of Rural Girls to Primary Education in the Third World: State of Art, Obstacles, and Policy Recommendations. ED 212 424
Anticipating the 1980s: Report and Recommendations to the General Assembly on Higher Education in Connecticut. ED 212 185
Clients and Teachers in Bilingual Education Programs. ED 212 455
Learning Opportunities for Adults Vol. V: Widening Access for the Disadvantaged. Possibilites de Formation pour les Adultes. Vol. V: Les Groupes Defavorises. ED 211 680
Providing Access for Adults to Alternative College Programs. Alliance Manual No. 1. ED 212 181
Accessibility (for Disabled)
Library Access for the Handicapped. A Guide to Materials, Services and Physical Accessibility of Public and Academic Libraries in the New York Metropolitan Area. ED 212 284
Social Work Education: Accessible to the Handicapped? ED 212 211
Accountability
Accountability for the Education of Disadvantaged Groups through the Disadvantaged Schools Program. ED 212 434
The Management Team: Making It Work. ED 212 034
Who is Accountable for Pupil Illiteracy? Literacy: Meeting the Challenge. ED 211 939
Accounting
Guaranteed Student Loan Information System Needs a Thorough Redesign to Account for the Expenditure of Billions. Report by the U.S. General Accounting Office. ED 212 232
Office Occupations Curriculum Course Guide Postsecondary. Vocational Education, 1981. ED 211 715
Accreditation (Institutions)
Accreditation Stimuli and Evaluation Responses in a Clinical Training Program. ED 211 907
Programs Approved for Teacher Education in Pennsylvania Colleges and Universities. ED 212 587
Should the University of Wisconsin-Eau Claire Seek NCATE Reaccreditation in 1983? Report of the Ad Hoc NCATE Study Committee. ED 212 622
Acculturation
Cultural Adjustment and the Puerto Rican. ED 212 744
Achievement
The Personal Experience of Time, Causation and Optimism. ED 211 873
Achievement Gains
ACABA: An Alternative for Underachieving Chicano Youth. ED 212 143//
The Effects of Changing School Environments. Final Report. ED 212 698
Newark School District ESEA Title I Program. Evaluation Report, 1980-1981 School Year. ED 212 733
Achievement Need
Women Entering Traditionally Male Professions: Relationship of Personality Measures to Achievement and Stress. ED 211 916
Achievement Rating
Student Performance Evaluation. Physical Educators for Equity. Module 7. ED 212 639
Achievement Tests
Factors Influencing the Psychometric Characteristics of an Adaptive Testing Strategy for Test Batteries. ED 212 676
Helping Students to Learn at University. ED 212 186
Recommendations for Training of Teachers, Parents, and Other Constituencies in the Use of Tests. Studies in Measurement & Methodology, Work Unit 1: Design and Use of Tests. ED 212 658
State Refinements to the ESEA Title I Evaluation and Reporting System: Utah 1979-80 Project. Final Report. ED 212 087
Acoustics
Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, July 1-December 31, 1981. Status Report 67/68. ED 212 010
Acting
Creative Collaboration: The Rehearsal Process in Chamber Theatre. ED 212 008
Activism
Violence as a Means of Conflict Resolution. ED 212 696
Adapted Physical Education
Motor Development Programs for School-Aged Handicapped Students: Assessing the Needs of Professional Educators. ED 212 618
Adaptive Testing
Factors Influencing the Psychometric Characteristics of an Adaptive Testing Strategy for Test Batteries. ED 212 676
Adjunct Aids
University Students' Perceptions of Critical Reading Guides in History and Philosophy. ED 211 956
Adjustment (to Environment)
From Tribe to Town: Problems of Adjustment. Through African Eyes: Cultures in Change, Unit II. ED 212 529
Meeting the Educational Needs of Indochinese Refugee Children. ED 212 699
Sex Differences in the Relationship between Locus of Control Dimensions and Personal Adjustment Constructs. ED 211 909
Administration
The Management of the Knowledge Revolution. ED 212 265
Planning, Management and Evaluation: Realizing PIC Potential. Private Industry Council Guide. Working Draft. ED 211 664
Administrative Change
Managerial Succession in Child Care Centers. ED 212 358
Administrative Organization
Community Education Proven Practices: Local Government Participation. ED 212 052
Marshall University Administrative Operational Objectives FY 1981-82. ED 212 250
Administrative Principles
School Board Standards: A Survey of Oregon Board Members. ED 212 071
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